DOCUMENT RESUME

ED 290 682 SO 018 797

AUTHOR Larson, Joanne; And Others
TITLE Social Studies Program [Grade 5]. 1987 Updated Edition.
INSTITUTION New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE 87
NOTE 183p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Concept Teaching; *Cultural Education; *Economics Education; Foreign Countries; Geographic Concepts; *Geography Instruction; Grade 5; Instructional Materials; Intermediate Grades; Learning Activities; *Social Studies; State Curriculum Guides
IDENTIFIERS *Canada; *Latin America

ABSTRACT

Geographic, economic, and social/cultural understandings related to the United States, Canada, and Latin America are emphasized in this fifth-grade social studies program. The syllabus contains a teacher notebook that elaborates key features of the program and suggests relevant classroom applications. The notebook includes: (1) the program's 10 concept goals; (2) the skill goals; (3) a student evaluation; (4) ways to link literature with social studies; (5) methods to develop citizenship competency; (6) the development of student participation projects; and (7) a teacher self-checklist. The syllabus section includes: (1) an overview of the program; (2) K-6 program generalizations; (3) a syllabus symbol key; and (4) an explanation of the format. To encourage teacher flexibility in lesson planning, several learning activities are outlined for the development of each of the key concepts, content understandings, and skills. Resources are also suggested for each activity. A student evaluation component is also provided. (SM)

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SOCIAL STUDIES PROGRAM

The University of the State of New York
The State Education Department
Bureau of Curriculum Development
Albany, New York 12234
1982

1987 Updated Edition

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FOREWORD

During the period in which the K-6 social studies program was initiated, developed, field tested and revised for publication, participation in the syllabus development process dealt with some persistent and difficult issues. Among them were the following:

- How can social studies curriculum address student needs and interests?
- How can a K-6 program provide a foundation for students living in a rapidly changing global world?
- How can process elements as keys to lifelong learning be incorporated into a social studies program?
- How can an elementary program reflect increasing knowledge about child development and learning?
- How can syllabus material give attention to the learning environment as well as the learning content?
- How can syllabus material help teachers deal with content selection?
- How can social studies experiences encourage students to accept the responsibilities of participatory citizenship?
- How can syllabus materials meet the needs of a diverse State, giving sufficient direction and yet providing flexibility?
- How can materials prepared this year be relevant next year, and the next?
- How can students be led to consider the future as well as the past and present in social studies?
- How can we educate for multicultural understanding and cooperation in an increasingly interdependent world?

These issues continue to be of concern today. As local districts organize for curriculum development and for instruction in social studies they must consider those issues carefully.

The content, concept and skill goals of the State social studies program represent educational outcomes. It is toward these outcomes that the district program should be directed. These outcomes provide a framework,

or guide to curriculum development. Content specifics and programs should be based on this framework. Each theme, unit and lesson should be planned with attention to the content, concept and skill learning it fosters. The New York State social studies program outcomes can be represented visually as follows:

N. Y. S. SOCIAL STUDIES PROGRAM GOALS

SKILLS

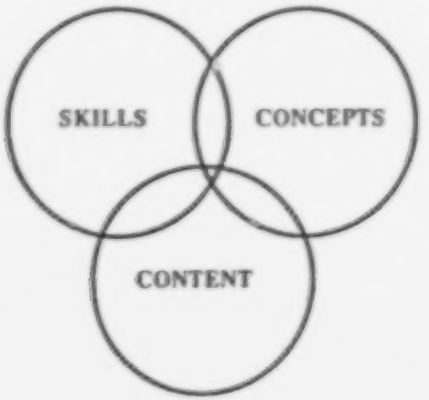
Gathering Information

Using Information

Presenting Information

Participating in Interpersonal and Group Relations

Self-Management



CONTENT

Historic
Geographic
Economic
Political
Social

CONCEPTS

K - 6

Change
Citizenship
Culture
Empathy
Environment
Identity
Interdependence
Nation-State
Scarcity
Technology

7 - 12

Choice
Diversity
Human Rights
Justice
Political System
Power

It is not possible to include in a syllabus all the possible examples which can be used to develop the ideas which the syllabus provides. A district curriculum development team, and the individual teachers in the district's classrooms, must exercise sound professional judgment in the selection of well balanced materials.

This 1987 edition of the New York State Social Studies Program, reflects some changes from the 1982 program. These changes, which came about through dialogue and active involvement of educators, are summarized below.

- the addition of a graphic symbol accompanied by notes to teachers recommending attention to multicultural content. In our diverse society, it is critical that multicultural content be used to build the self-esteem and identity of all students. All curriculum documents should build toward constructive attitudes toward diversity for all students.

- the addition of appropriate content examples which will help districts to make decisions about which data to use to illustrate the content objectives for the units

- updating of the resource column to reflect current material available to teach the program's content, concepts and skills

- cosmetic changes which will make the syllabus easier to use

The Bureau of Social Studies Education and the Bureau of Curriculum Development continue to encourage dialogue about this and other publications. In addition, these bureaus welcome copies of local guides or other materials developed to implement the social studies program. For assistance in developing local materials the readers may want to consult:

Curriculum Development: A Handbook for School Districts (The State Education Department)

Supervision Manual: Social Studies Program (The State Education Department)

SSEC Curriculum Development Manual

NCSS Document; Curriculum Guidelines

or call the Bureau of Social Studies at (518) 474-5934 or 474-5978.

ACKNOWLEDGMENTS

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The New York State Education Department wishes to thank the more than one hundred school districts which field-tested these materials.

The K-6 social studies curriculum revision would not have been possible without the extraordinary cooperation of the District Superintendents and their Boards of Cooperative Educational Services (BOCES) throughout the State. They were represented by their Curriculum Committee chaired by Freeman A. VanWickler, District Superintendent, Delaware-Chenango-Madison-Otsego BOCES. The K-6 project administration was conducted under the supervision of Mr. William Crocoll, former District Superintendent Erie II BOCES.

The K-6 social studies curriculum revision was completed under the direction of Donald H. Bragaw, chief, Bureau of Social Studies Education. Judith S. Wooster, associate in the Bureau of Social Studies Education, served as project coordinator and was assisted by Jacob I. Hotchkiss, associate. The manuscript was reviewed by Coe Dexter, John Dority, and Kenneth Wade, associates, Bureau of Social Studies Education. George Gregory, associate, Bureau of General Education Curriculum Development, assisted in the development of the material and prepared it for press.

Joanne Larson, Christine Cain and Jane Miller prepared the 1987 update of the Grade 5 Program.

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TEACHER NOTEBOOK

The Teacher Notebook appears at the beginning of every grade level segment of the K-6 social studies syllabus. Its goal is to elaborate on the key features of the program, suggesting relevant classroom applications.

While the sections of the Teacher Notebook may be read separately, in essence they each represent necessary pieces of the whole social studies program and set the stage for use of the syllabus.

CONCEPT GOALS OF THE ELEMENTARY PROGRAM

Concepts are content organizers. They are mental images or word pictures conveyed by a single word or word combination. The following characteristics apply to concepts.

A concept is:

- usually abstract, as opposed to concrete
- a product of the analysis and synthesis of facts and experiences rather than a definition to be learned
- constantly subject to expansion of meaning and delineation of detail, as experience provides different settings and different relationships in new contexts.

Concepts are constructed by students through interactions between their mental structures and their environment. This process of restructuring knowledge is:

- ongoing
- stimulated by active involvement
- developmental in nature.

Illustrated graphically, a student grows to incorporate new experiences into his/her existing framework and at the same time modifies that mental framework, changing and extending it. In recognition of the developmental nature of concept learning, the concept goals of the K-6 social studies program are highlighted on each syllabus page. Content understandings and activities are designed to foster conceptual growth.

All school and life experiences influence a person's perception of a concept such as ~ Citizenship

VOTING
TRAFFIC TICKET — SPEEDING
PAYING TAXES
ROLE MODELS AT HOME AND IN THE COMMUNITY
OBEYING BICYCLE LAWS
INDIVIDUAL RESPONSIBILITIES AT HOME AND IN SCHOOL
WAITING YOUR TURN
AS AN INDIVIDUAL GROWS THE EXPERIENCES WHICH THE INDIVIDUAL INTERNALIZES BUILD A CONCEPT ~
BIRTH TO ADULTHOOD

The ten key concept goals of the K-6 social studies curriculum are:

CHANGE
basic alterations in things, events, and ideas

CITIZENSHIP
membership in a community (school, state, nation....) with its accompanying behaviors, rights, and responsibilities

CULTURE
the way of living any society develops to meet its fundamental needs

EMPATHY
the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others

ENVIRONMENT
surroundings, including natural elements and elements created by humans

IDENTITY
awareness of one's own values, attitudes, and capabilities as an individual and a member of groups

INTERDEPENDENCE
reliance upon others in mutually beneficial interaction and exchange

NATION-STATE
a geographic/political organization uniting people by a common government

SCARCITY
the conflict between unlimited needs and wants and limited natural and human resources

TECHNOLOGY
the tools and methods used by people to get what they need and want

Further elaboration and definition of these concepts are included in the syllabus. Through many diverse social studies experiences in the elementary grades, students will build mental categories which provide a foundation for social studies learning in grades seven through twelve. The students' elementary background should include multicultural, multi-ethnic experiences.

There is a great deal educators need to learn about teaching for concept learning. This syllabus offers a starting point for incorporating concept goals into social studies planning. Local districts are encouraged to elaborate on and refine these efforts.

SKILL GOALS OF THE ELEMENTARY PROGRAM

The incorporation of skills into the elementary social studies program has grown out of increased emphasis upon skill development in all educational fields. The following skills list categorizes skills which are chiefly social studies skills as well as those skills which are interdisciplinary. Items from the skills list have been incorporated into the syllabus at every grade level. Teachers are encouraged to plan each social studies lesson with regard to systematic skills development using this list as it is written or as it is amended to meet local needs.

Suggested Skills List

I. Getting Information

Identifying a variety of sources of information

- multiple sources of the same types of information
- varying approaches, viewpoints, interpretations
- reference works, newspapers, magazines, primary and secondary sources
- tables, graphs, charts, diagrams, pictures
- maps, globes, atlases, vocabulary
- visuals, field trips, artifacts
- listening
- observing

Recognizing advantages and limitations of various sources

Locating sources of print and nonprint information

- libraries (card catalogs, indices, library guides such as Readers' Guide to Periodical Literature)
- tables of contents, appendices, glossaries, bibliographies, and indices
- museums, galleries, public and private collections, motion pictures, television, radio, recordings, conversations, interviews

Identifying the types and kinds of information needed by

- recognizing information that is relevant as differentiated from information that is irrelevant
- using subquestions and/or predicted consequences
- understanding purposes for which information is to be used

Locating information in print and nonprint sources

- main elements
- main ideas
- supportive elements

Organizing collected information

- orderly, precise, summarized notes
- cited sources

II. Using Information

Classifying and/or categorizing data by

- selecting appropriate headings for data
- distinguishing between relevant and irrelevant information and events
- placing ideas in order, chronological and other

- developing tables, charts, maps, and graphs to clarify data and ideas
- identifying differences and similarities in data

Evaluating data by

- differentiating fact from opinion
- identifying frames of reference
- identifying value laden words
- detecting evidence of propaganda
- evaluating author's or person's qualifications

Drawing inferences from data by

- identifying relationships among the parts
- detecting inconsistencies
- weighing conflicting facts and statements

Checking on completeness of data and questioning hypotheses based on sufficiency of evidence by

- using simple mathematical and statistical devices to analyze data
- testing, refining, and eliminating hypotheses and working out new ones when necessary
- drawing conclusions

Generalizing from data by

- applying previously learned concepts and generalizations to the data or situation
- checking reasoning against basic principles of logic and looking for inconsistencies, limitations of data, and irrelevancies
- creating a broad statement which encompasses findings

Scrutinizing possible consequences of alternative courses of action by evaluating them in light of basic values, listing arguments for and against such proposals, and selecting courses of action most likely to achieve goals.

Revising generalizations in the light of new data

III. Presenting Information

Speaking in an effective way by

- spending sufficient time in planning and preparing, whether it be for an individual oral report or as a member of a panel, debate, forum, etc.
- talking in complete sentences
- keeping to the topic
- using appropriate visuals
- learning and developing the skills of being a discussion leader or participant

Using media and various visuals for communicating ideas by

- previewing such media and visuals
- preparing appropriate commentary
- using a variety of media forms: films, filmstrips, photographic essays, etc.
- constructing and using appropriate tables, charts, graphs, cartoons, etc.

Writing in an expository way by

- thinking logically

- communicating ideas coherently
- forming generalizations based on appropriate data
- supporting such generalizations through the use of relevant factual information
- using different forms of written exposition: investigative, informative, interpretive, argumentative
- following an acceptable format that includes an introductory element, a body containing the basis of the exposition, and a conclusion

Recognizing and using nonverbal means of communicating by

- understanding the variety of kinds of non-verbal communications: gestures, touching, eye language, handling of body trunk, etc.
- appreciating that the amount and kind of non-verbal communications vary from culture to culture

IV. Participating in Interpersonal and Group Relations

Incorporating a set of positive learning attitudes by

- recognizing that others may have a different point of view
- observing the action of others
- being attentive to situational as well as personal causes of conflict
- listening to reason
- recognizing and avoiding stereotypes
- withholding judgment until the facts are known
- objectively assessing the reactions of other people on one's own behavior

Participating in group planning and discussion by

- following democratic procedures in helping to make group decisions
- initiating ideas
- giving constructive criticism
- suggesting means of group evaluation
- suggesting ways of resolving group differences
- anticipating consequences of group action

Assuming responsibility for carrying out tasks

- individual
- group

Being alert to incongruities and problems

Defining basic issues by

- defining terms
- identifying basic assumptions
- identifying value conflicts

Setting up hypotheses and/or alternative courses of action.

NOTE: The skills described as self-management skills pertain to a student's growth in affective areas.

These skill goals can be summarized as decreasing egocentricity, ethnocentricity, and stereotypic behavior and developing constructive attitudes toward change, ambiguity, diversity, and conflict.

While these skills are some of the most difficult to achieve, they pervade the social studies program and the entire school program.

V. Self-Management Skills[1]

Decrease Egocentric Perceptions

- evidencing a growing capacity to recognize the existence of perspective and to project themselves into alternative perspectives
- evidencing a growing capacity to explain why they might feel or act the same way as another, were they in the other's social and situational setting
- evidencing a growing capacity to accept alternative perspectives as being legitimate explanations of the differing perceptions of others
- evidencing a growing capacity to consider and act in response to the interests and welfare of others

Decrease Ethnocentric Perceptions

- demonstrating a growing capacity to make and prefer statements about their groups that do not imply a standard by which all other groups are judged
- evidencing a growing capacity to make and prefer statements about other groups which do not use their own groups as a standard
- showing a growing ability to consider and act in response to the interests and welfare of others' groups in addition to those of their own group

Decrease Stereotypic Perceptions

- evidencing a growing capacity to use and prefer qualifying statements that restrict the scope of the characteristics of phenomena
- evidencing a growing capacity to use and prefer tentative characterizations of perceived phenomena, thus indicating their awareness that both the state of the phenomena and the viewer's perception of them are subject to change

Increase the Ability to Empathize

- demonstrating a growing capacity to describe accurately the thoughts and feelings of others

[1]Reprinted with permission from Skill Development in Elementary Social Studies: A New Perspective, by Barbara J. Winston and Charlotte C. Anderson (Boulder, CO: Social Science Education Consortium and ERIC Clearinghouse for Social Studies/Social Science Education, 1977).

- evidencing a growing ability to avoid pejorative explanations of behaviors different from their own

Develop Constructive Attitudes Toward Diversity

- demonstrating a growing capacity to accept diversity as inevitable and natural

- evidencing a growing capacity to respond to diversity by defending or promoting desirable differences and condemning or reducing undesirable differences
- showing a growing ability to recognize the moral complexity inherent in diversity and to seek humane solutions for such moral dilemmas

Develop Constructive Attitudes Toward Change

- demonstrating a growing capacity to perceive change as inevitable and natural
- evidencing a growing capacity to recognize the ramifications of change
- evidencing a growing capacity to defend and promote desirable change and condemn or impede undesirable change
- showing a growing ability to recognize the moral complexity inherent in change and to seek humane solutions for such moral dilemmas

Develop Constructive Attitudes Toward Ambiguity

- evidencing a growing capacity to perceive ambiguity as natural and inevitable
- developing a growing capacity to tolerate ambiguity

Develop Constructive Attitudes Toward Conflict

- demonstrating a growing capacity to perceive that conflict is inevitable and natural
- evidencing a growing ability to perceive conflict as potentially manageable and to identify and use alternative methods of managing conflict
- becoming more adept at recognizing the moral complexity inherent in any conflict situation

STUDENT EVALUATION

Effective evaluation must be an ongoing part of a social studies program. It is multipurpose in nature, and can be used to:

- determine a student's readiness for learning
- provide the student and teacher with guidance in assessing ongoing learning progress
- aid in student self-evaluation
- indicate individual or group instructional needs
- demonstrate student achievement in knowledge and skill acquisition
- indicate the effectiveness of classroom procedures, strategies, and materials
- provide qualitative and quantitative feedback on performance for parents, teachers, and students themselves.

Effective evaluation requires ongoing attention to such questions as:

- Are students achieving the knowledge and skills set as goals and objectives?
- To what degree of success?
- How can we know?

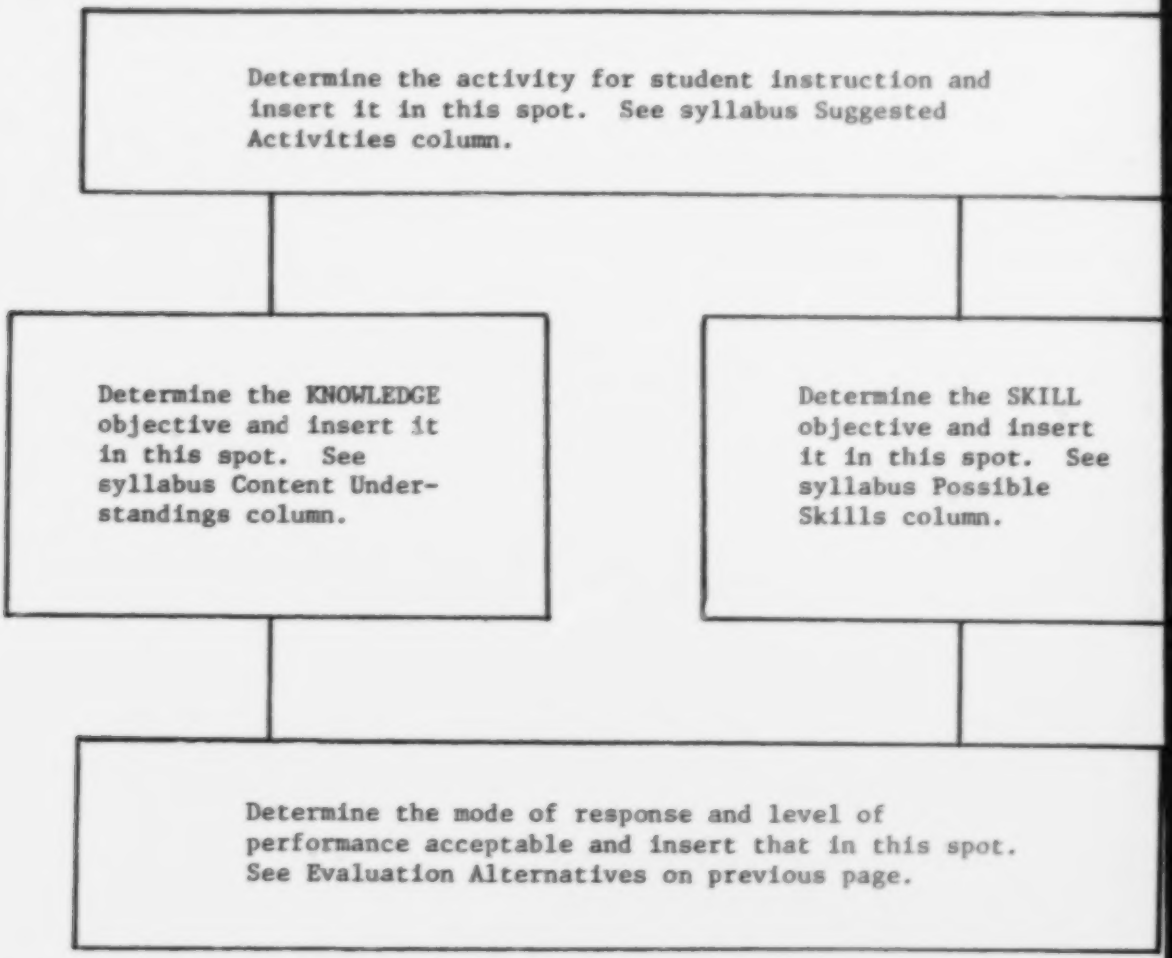
The ASSESSMENT OF OUTCOMES MODEL explained on the next page can help a teacher answer these three questions.

In day-to-day social studies instruction, the teacher has a wide variety of evaluation techniques and strategies from which to choose. Using a variety of formal and informal methods can provide information about the knowledge and skill progress of students, and assist in planning for social studies learning.

The following list of different methods of evaluation may act as a teacher checklist.

- Observations
- Rating scales and checklists
- Conferences with individuals or groups
- Group discussions
- Anecdotal records
- Problem-solving and value clarification processes and skills
- Higher level analytical questioning
- Teacher-made objective tests
- Standardized tests
- Expository and creative writing
- Student criteria setting and self-evaluation
- Student peer evaluation
- Role play and simulations
- Culminating projects

To use the ASSESSMENT OF OUTCOMES MODEL for planning and evaluating...


Determine the activity for student instruction and insert it in this spot. See syllabus Suggested Activities column.
Determine the KNOWLEDGE objective and insert it in this spot. See syllabus Content Understandings column.
Determine the SKILL objective and insert it in this spot. See syllabus Possible Skills column.
Determine the mode of response and level of performance acceptable and insert that in this spot. See Evaluation Alternatives on previous page.

Building toward the CONCEPT(S) of _____.
Enter 1 or more of 10 program concepts

A sample form is completed on page 12. A form for duplication and use is included on page 13.

ASSESSMENT OF OUTCOMES MODEL

Teacher: Sample Date: _____

Grade: _____

Given preparation and instruction through

viewing filmstrips about families around the world

the student will demonstrate

KNOWLEDGE of the content understanding

family structure varies from place to place

SKILL in

generalizing from data

to the performance level of

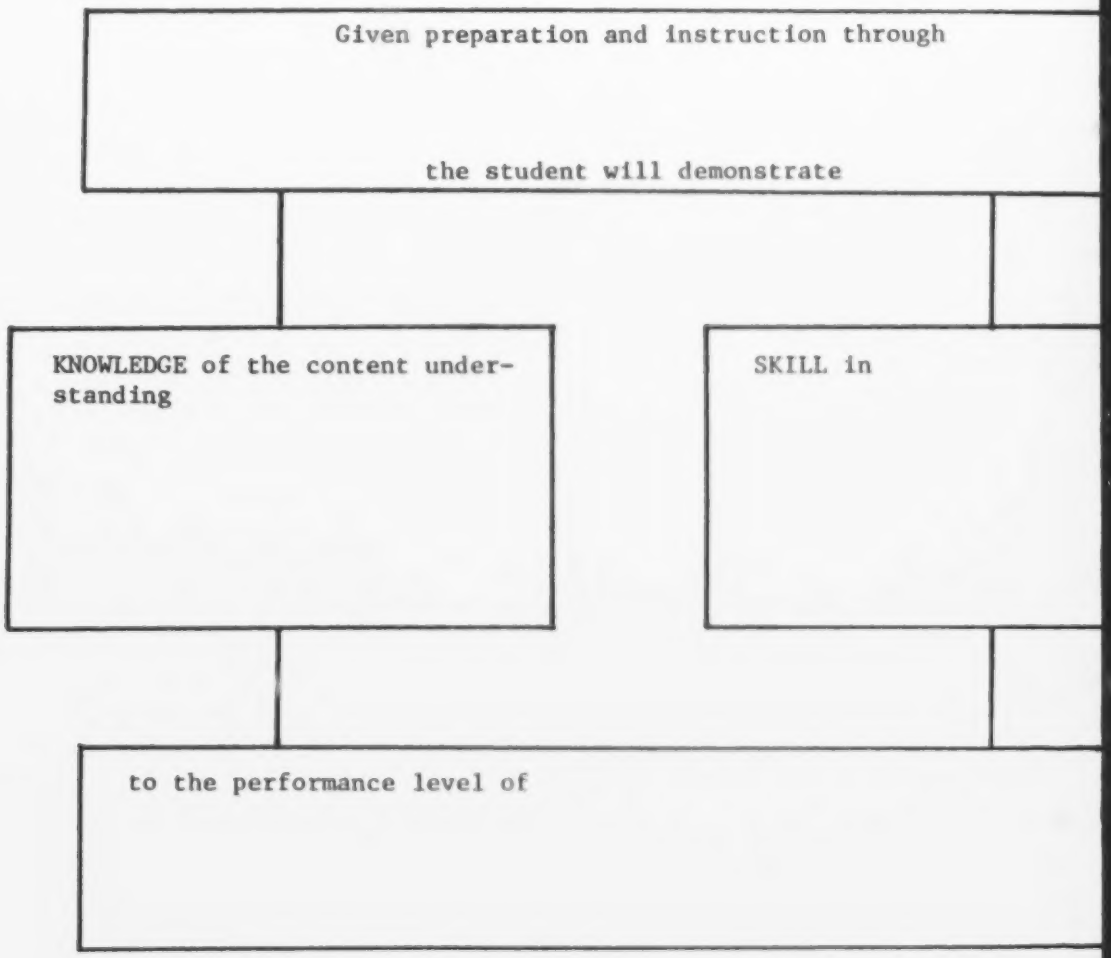
identifying at least two ways family structure may vary place to place

Building toward the CONCEPT of CULTURE.

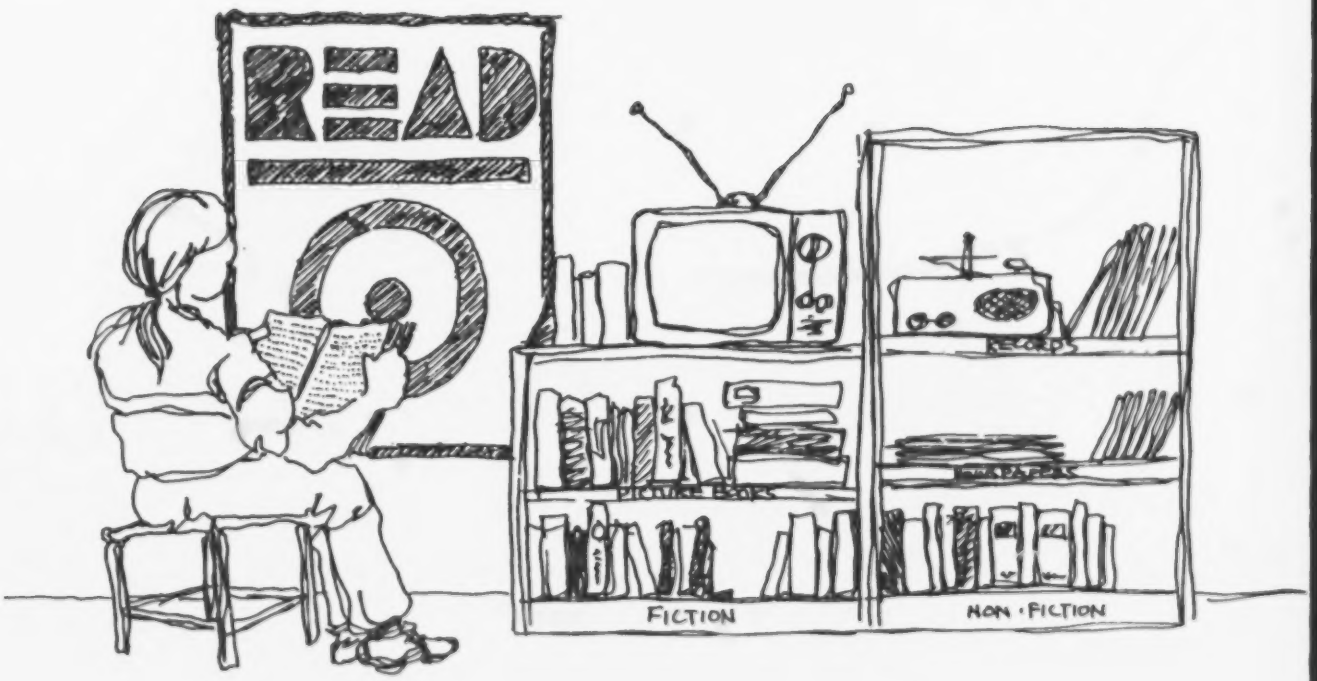
ASSESSMENT OF OUTCOMES MODEL

Teacher: _____ Date: _____

Grade: _____


Given preparation and instruction through
the student will demonstrate
KNOWLEDGE of the content understanding
SKILL in
to the performance level of

Building toward the CONCEPT(S) of _____.


READ
FICTION
NON-FICTION

LINKING LITERATURE TO SOCIAL STUDIES

Children's literature provides classroom teachers with a wealth of material for:

- differentiating, individualizing, and enriching instruction
- motivating students
- developing and reinforcing content information in social studies as well as concepts such as empathy and tolerance for diversity
- reinforcing skill goals of the elementary school
- interdisciplinary planning

There are many ways to set the stage for the use of children's books in social studies:

- Oral Synopsis - Present a short capsule review of book, describing its theme, while attempting to motivate students to read it.
- Independent or Small Group Contract - Draw up a contract with the student(s) in a teacher-pupil planning session. During the conference, the teacher provides the student(s) with a list of books pertinent to the topic. Arrangements are made at this time for project outcomes.
- Integration with an English Language Arts Literature Unit - Plan an interdisciplinary unit linking English language arts and social studies. Books can be read by the student which are associated with the content and/or concepts being taught in social studies. Provisions can be made for activities before, during, and after reading the books.
- Independent and Sharing Activities - It is important that once a student has selected a book, that time be allotted for reading and sharing it with classmates. There are many follow-through activities which a child may engage in as a culmination to reading a book. It is highly beneficial to have children experience the process of talking about their book and possibly reading from it with others.
- Reading Book Aloud to Class (or Group) - Teacher may select a literary piece which ties in appropriately with a particular social studies unit. Book suggestions appear in the Resources column of the syllabus. Discussions can emerge from the story as well as a whole range of activities from role playing to story writing.
- Library Center in the Classroom - Display selected books, articles, and brochures which complement a particular unit of study. Establish a record-keeping system to determine student involvement and progress.
- Local Author in the Classroom - Invite a children's author to the classroom to share with students the research, writing, and publishing process.
- Incorporate Literature into the Reading Program - Use social studies related paperback books in reading group situations as a part of the reading program. Stress vocabulary development and comprehension skills as well as content.

The Resources column of the syllabus suggests children's literature selections that complement the program. Teachers are encouraged to work with library media personnel to expand local collections and add to the lists of suggested books.

DEVELOPING CITIZENSHIP COMPETENCY

School and classroom climate is a part of the hidden curriculum that can support or undermine learning for effective citizenship. Both curricular content and classroom climate must work together to educate students to be participants in democratic groups. Students need to practice the skills of citizenship today, in classrooms and schools, in order for them to become contributing citizens of the community, state, and nation in the future.

The goal of educating for civic competency is one of the most important tasks of schools. Social studies education assumes a primary role in citizenship education. In attempting to define basic education in citizenship for students, The Basic Citizenship Competencies Project identified seven competencies students should be learning in order to act responsibly and protect their interests as citizens.[2]

1. ACQUIRING AND USING INFORMATION:

   Competence in acquiring and processing information about political situations.

2. ASSESSING INVOLVEMENT:

   Competence in assessing one's involvement and stake in political situations, issues, decisions, and policies.

3. MAKING DECISIONS:

   Competence in making thoughtful decisions regarding group governance and problems of citizenship.

4. MAKING JUDGMENTS:

   Competence in developing and using standards such as social justice, morality, ethics, and practicality to make judgments about people, institutions, policies, and decisions.

5. COMMUNICATING:

   Competence in communicating ideas to other citizens, decision makers, leaders, and officials.

6. COOPERATING:

   Competence in cooperating and working with others in groups and organizations to achieve mutual goals.

7. PROMOTING INTERESTS:

   Competence in working effectively with bureaucratically organized institutions in order to promote and protect one's interests and values.

These competencies of citizenship, like any others, are best developed through:

- application in a relevant context
- active, rather than passive, citizenship experiences
- reinforcement through practice.

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[2] Richard C. Remy. Handbook of Basic Citizenship Competencies (ASCD, 1979), pp. 3-4.

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Fortunately, the school is rich in potential as a citizenship learning environment. The formal curriculum can surely assist in building competency in the seven areas of citizenship. The K-6 syllabus has incorporated activities, skills, and content aimed at civic literacy.

However, the formal curriculum is only one dimension of education for citizenship competency. Consider citizenship as the rights, responsibilities, and tasks associated with the governance of the various groups to which a person belongs, including the family and school. Students, as citizens of the classroom and school, are practicing citizenship as they move through the halls, use school supplies and materials, and interact on the playground. The seven competencies of citizenship can indeed be developed, practiced, and reinforced, at all grade levels.

The following list offers suggestions for participatory citizenship opportunities in the classroom, school, and community, based on the seven basic competencies. The ideas illustrate how school and community action-oriented projects can stress the process dimension of citizenship.

1. ACQUIRING AND USING INFORMATION:

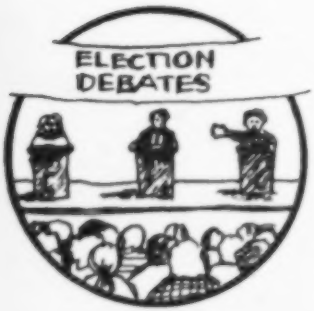
   - Students can work in groups to gather and organize information using at least four different sources, then compare and evaluate their data.
   - Students can go on a school information scavenger hunt to answer their own questions through observation and interview.
   - Students can invite community resource people to the classroom to answer questions related to local issues of concern.
   - Students can attend open hearings, board meetings, etc., to gather information.

2. ASSESSING INVOLVEMENT:

   - Students can identify a classroom or school problem and brainstorm many possible consequences if an action were taken. Use the "What if...?" sentence stem to suggest alternatives.
   - Students can role play relevant school problem situations then, in debriefing, consider the consequences of an individual player's actions.
   - Students can collect and discuss news articles describing how action taken by local residents affected others.
   - Students can visit a school board meeting and identify ways board members' beliefs were reflected in board action.

3. MAKING DECISIONS:

   - Given a real classroom or school problem, students could brainstorm a list of alternative solutions.
   - Students could draw or write what consequences they would personally have in a dilemma situation, then compare and discuss alternatives others listed.
   - Students might role play the main characters involved in an actual community controversy, attempting to generate alternatives in their roles.
   - Students could write letters to the local paper suggesting preferred alternatives in a local issue.

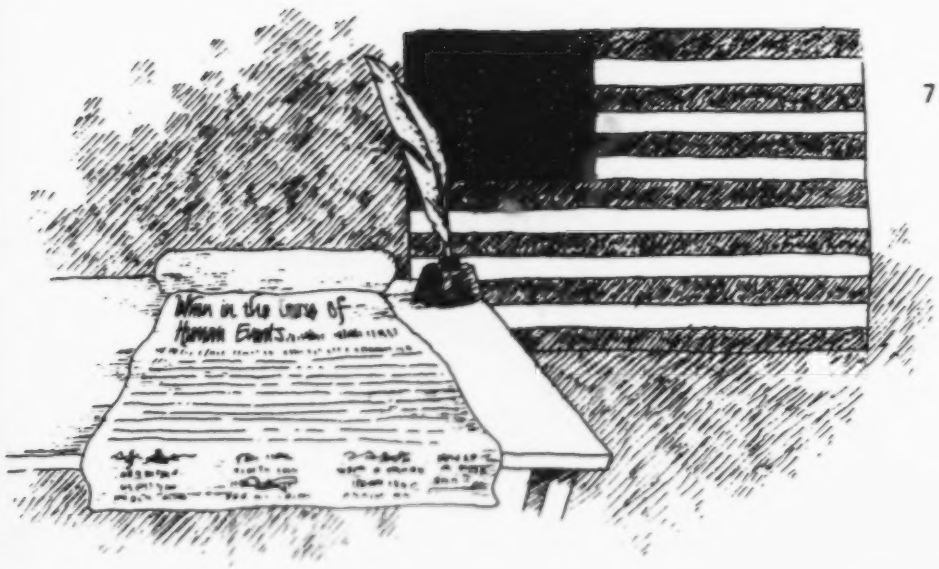


4. MAKING JUDGMENTS:

- Students might list criteria by which a school or classroom rule could be judged, then judge several rules using the criteria as a checklist.
- Students could work in small groups to generate criteria for making a decision about a classroom issue, then compare the criteria.
- Students might study a local issue, and generate criteria by which alternative solutions could be judged. They could role play a hearing, then judge the outcome and decision.

5. COMMUNICATING:

- Students could present their views informally in small groups by reacting to and discussing school and classroom issues written on situation starter index cards.
- Students might present opinions and arguments to support a position on a class rule in a class meeting.
- Students could prepare a position statement on a local issue and present it in a public meeting.
- Students might brainstorm a list of arguments to support a belief, then write individual letters to the editor based on the list.



6. COOPERATING:

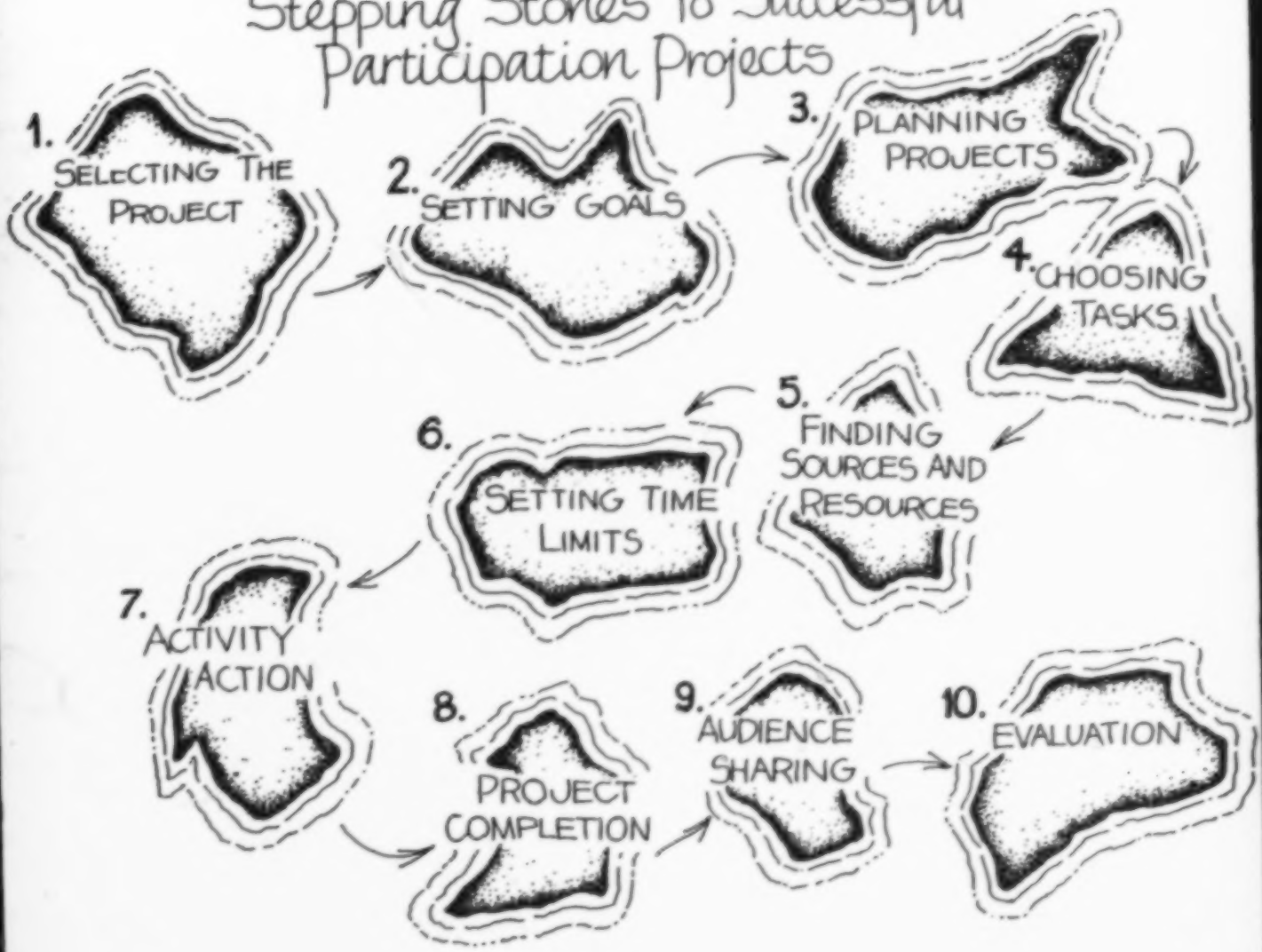
- Students might work with others in task groups to carry out a classroom responsibility.
- Students could participate in a multi-age group acting as a task force to work on a school problem issue.
- Students could participate in a community project, cooperating as leaders and followers.
- Students might send representatives to serve on community groups and boards.

7. PROMOTING INTERESTS:

- Students could list ways to influence a decision on a class or school issue, then select and try an appropriate strategy.
- Students might organize a group for the purpose of promoting a change in classroom or school policy.
- Students could work with community resource people to draw up appropriate action plans for dealing with a local community issue.
- Students could participate in an interest group acting on a community issue.

In addition to these suggestions, the development of classroom Participation Projects described in this introductory material offers a wide range of opportunities for students to work with relevant content and practice the participatory competencies basic to effective citizenship.

Stepping Stones To Successful Participation Projects



DEVELOPING PARTICIPATION PROJECTS

At every grade level, teachers are encouraged to work with students to plan and organize major Participation Projects. These Projects should become a vital and integral part of the social studies program. They provide excellent opportunities for accomplishing the following objectives:

- the development of meaningful relationships in the minds of students between content study and real-life applications of learned material and skills
- the integration of content areas through an interdisciplinary approach
- the meeting of the diverse needs of all types of learners through activities that allow for contributions from all pupils
- the provision for many types of expressive outlets suitable to all talents and abilities
- the integration of skills and processes with content learning
- the integration of cognitive, creative, and affective learnings
- the emphasis on active participation as a building block of citizenship.

Because Participation Projects can extend over long periods of time and include all of the social science disciplines, it is easy to feel overwhelmed by their scope and range. However, the key to successful accomplishment of any of the Projects lies in the very title Participation Projects. The Projects are designed to be planned <u>with</u> students, and students are expected to carry out many of the major roles necessary for completion of the Projects as a vital part of the learning process. If the teacher's role is seen as a guide and facilitator, the task is reduced to manageable size.

The Stepping Stones guidelines offer suggestions for developing and managing Participation Projects leading to maximum learning and enjoyment for teachers and students. The chart provides an outline of the sequence of major steps in any Participation Project. This can be copied and placed on a bulletin board or placed where students can easily refer to it daily. As each step is completed, an indicator can be placed on that step, allowing pupils a visual record of what has been done and what needs to be accomplished. Simplification might need to be made to adjust for your grade level, but the basic steps remain the same throughout the development of any Participation Project. See the list of suggested, specific Participation Projects for your grade level as well as guidelines for carrying out projects.

PARTICIPATION PROJECTS STEPS: SOME GUIDELINES

Stepping Stone 1 — *Selecting the Project*

It is imperative to the development of citizens capable of making wise choices to be a part of the process of choosing the Project to be undertaken. Even if the teacher feels strongly in favor of certain Projects, he/she can most likely provide at least two choices. This still affords pupils the opportunity to participate in the selection process, which should include:

- suggesting alternatives
- brainstorming pros and cons
- listing and discussing pros and cons
- voting
- accepting the decision

Stepping Stone 2 — *Setting Goals*

Even the youngest of children should be involved in developing, setting, and working to meet goals. As with all the steps in the Participation Project process, the relationships to real life should be pointed out, discussed, and clarified. Goal setting should include:

- discussing all possibilities
- selecting and listing goals for individuals and groups
- refining the list to those goals that are relevant and possible
- planning ways to accomplish goals

Stepping Stone 3 — *Planning Projects*

Involving students in the planning of each part of a project helps to provide a clear mental picture of what is expected and generally results in increased cooperation and response. This step affords excellent opportunities to utilize techniques such as "webbing," brainstorming, etc., as well as allowing for differentiated instruction through plans developed by, as well as for, special needs of specific students.

Stepping Stone 4 — *Choosing Tasks*

Students should be encouraged to honestly assess personal and group strengths and needs, talents, and weaknesses. Through the use of "job applications," discussions of necessary skills, etc. pupils can be guided toward realistic individual and group choices of tasks for the Project. Application of this introspection to future career choices is obvious.

Stepping Stone 5 — *Finding Sources and Resources*

Involving students in this planning aspect not only increases their level of active participation, but provides an opportunity to expand their awareness of the variety of resources available. It is important to emphasize going beyond books to include human and multi-media sources. Equally important is a stress on reaching out into the community, affording chances to guide students in telephone and interview techniques, and in seeing practical uses for skills such as letter writing. Each of these activities stresses much needed organizational skills, which are in turn applicable to many other academic and life areas.

Stepping Stone 6 — *Setting Time Limits*

By postponing the setting of time limits to this stage of the Project process, students are more aware of the scope of the activity through their participation in

planning and are better able to anticipate required amounts of time necessary for completion. Realistic planning of time aids in the successful meeting of goals. By meeting the time limits of the Project, students are learning how to budget their time.

Stepping Stone 7 *Activity Action*

As good citizenship requires active participation, this step is imperative and must involve each pupil in some way. Several considerations of importance to success are:

- daily checks of each task group
- weekly evaluation sessions of group reports by the entire class stressing constructive use of criticism
- use of planning charts as visual means of planning for individuals and groups
- checklists which provide for ongoing review

Stepping Stone 8 *Project Completion*

This stage involves setting standards, listing criteria, and assessing work to date. These steps form the basis for completion of the Project.

Creative problem-solving skills, brainstorming, and encouragement of divergent thinking can be applied to settle problems and disputes which can arise at this point.

Stepping Stone 9 *Audience Sharing*

It is vital to Participation Projects, which require more time and effort than day-to-day activities, that the product be shared. Feedback is very important in helping children to realistically assess their work. Use of organized means of obtaining opinions will aid pupils in future research projects.

Stepping Stone 10 *Evaluation*

Essential to adult life is the ability to reflectively and critically evaluate one's work. Participation Projects should allow this process to develop in a nonthreatening atmosphere, free from direct or indirect punitive measures in order to lead to growth in honest and open evaluation. This process might include evaluation forms, oral feedback, and critiques from the experts. Positive aspects should be brought out and reinforced, with stress being put on evaluation in relation to previously set goals.

Grade 5

PARTICIPATION PROJECTS

Geographic Gleanings

The impact of geography on a community's growth and development can be made more relevant through a study of local geographic features as they influenced local growth. Geologic maps and surveys, and resource people (geologists, historians, economic experts) could provide input. Students could explore early settlement and economic development as related to geography and climate. They could map and chart economic areas in and around the community, and prepare the results as a display or booklet in a local library, town or city hall, or bank.

Econolinks: A Study of Our Community's Economic Links to the World

Economic interdependence can be made more relevant to students through a study of local business and industry links to the global world. Students could act as research teams assigned to study and record sources of raw materials and goods, markets, foreign offices, and other links outside of the community. Information could be mapped, charted, graphed, and compiled into a booklet that might be distributed through the local chamber of commerce or library.

Uniquely You

Students could develop an appreciation for individual uniqueness through journals, diaries, or visual forms related to themes concerning heritage and genealogy. They could be encouraged to incorporate their feelings in relation to inherited traits, qualities, physical attributes, and customs. Distinctions should be made between characteristics developed through family influences and those that make a person uniquely individual. Discussions should include the influences and effects of environment, family structure, and culture.

Child-to-Child Clubs

Encouraging children to share and communicate with peers in other cultures or countries has valuable benefits. Providing opportunities for such activities through the classroom structure of a "Child-to-Child Club" aids in keeping pupils attuned to the task, and encourages sharing of letters, feelings, stamps, and other items which might have been exchanged through correspondence. Discussions should be aimed at helping children appreciate likenesses, differences, and the qualities which make individuals and cultures unique. Varying the means of displaying information learned and sharing items would make pupils active participants in the planning, decision-making, and evaluative processes.

Come to the Fair: The World in Our Community

By using tables or desks decorated as "booths," you can represent ways various cultures, countries, or time periods have become a part of our community's culture. Develop a fair to display and share products, crafts, and foods connected with each area. Involve parents and grandparents in contributing items and/or skills, such as teaching a craft or telling a folk tale. Adding costumes would provide a fair atmosphere and enhance children's appreciation for the uniqueness of varying cultures and our interdependence in a global world.

Journeys: The World in Our Community

Students could tour the community to locate and list signs of the influences and effects of other countries and cultures. Among topics to be noticed might be architectural motifs, religions, ethnic restaurants, and stores. Photographs, drawings, tapes, and poems could be used to record information gathered. These could be incorporated into a product (booklet,

newspaper, etc.) to be shared with the community. This product could be presented at a formal gathering, with local officials, at a site such as the local historical society. Students should be assigned the management aspects of making the necessary arrangements for all aspects of the project.

Decision Dilemmas

By describing the life of a person from a designated culture, country, or time period (past, present, or future) in terms of dilemmas faced and decisions made, pupils could become involved in moral, political, and ethical issues of the times. Descriptions should be based on information gained through class study and/or research, with the addition of the feelings the person might have experienced as each dilemma was met and the effects of each decision became known. Comparisons to present day dilemmas may be made and discussed. Dilemmas could be acted out, role played, catalogued by categories, or written into simulations. Group and individual reactions could be listed, graphed, and discussed. Students could devise ways to present to a variety of audiences and find means of involving the audience.

Artifact Attack

Students might collect, label, display, and explain artifacts relating to the study of a culture, country, or time period. In the absence of real items, pupils could research and create their own artifacts, incorporating these into a mini-museum. This could become an on-going project carried on throughout the year, or even become an integral part of the school, being added to continuously.

Walk-on Time Lines

Gaining a sense of time as it relates to history is often difficult, but may be aided in development through the experience of "walking through time." With students, make a time line extending from the present to the earth's beginnings, including the dates of major culture developments, noteworthy events, and the growth of civilizations. Using mural paper or other sturdy materials, place the time line on the floor of the school corridor and allow pupils to "walk through history," discussing items along the way. Appropriate murals, pictures, or posters placed on the walls to correspond with each major date would enhance the students' feel for historical distances, lengths of time, and important developments. Other lines could be placed next to the main line for comparison — a student's own time line, family time lines, lines for individual countries or cultures.

CLASSROOM CLIMATE: A TEACHER SELF-CHECKLIST

The atmosphere developed by the environment and interaction in a classroom and school is a part of the hidden curriculum. Students learn to value the contributions of others if their ideas are valued by peers and adults. They learn to make responsible decisions if they are respected as capable of making decisions. Social studies learning is both taught and caught.

A beginning, middle, and end of year self-check could help a teacher use the hidden curriculum to further social studies learning in the classroom.

The following list of ideas related to classroom climate is included to act as a self-check for teachers.

Do I provide multilevel activities and materials varying the:

- mode of presentation (visual, auditory, tactile)?
- level of cognitive complexity?
- expectations to fit the needs of students?

Do I provide students with a role model and guide by acting as a:

- facilitator, enabling students to reach from one point to another?
- helper, assisting students when it is needed?
- leader, demonstrating maturity and goal directedness?
- planner/organizer, showing students how a large project can become manageable?
- manager, making sure all the supplies and materials are available?
- counselor, showing sensitivity and supportive caring?
- learner?
- collaborator, stressing none of us is as good as all of us?

Do I encourage mutual respect and an atmosphere conducive to risk-taking by:

- respecting, recognizing, and recording strengths?
- respecting student products by displaying them for others to view?
- sharing ideas willingly with colleagues?
- recognizing errors as vital to learning?

Do I create a responsive and supportive learning environment by:

- providing space for many types of active and quiet learning experiences, rearranging the room to accommodate learning styles?
- facilitating traffic flow?
- developing room maintenance procedures with students?
- collecting and displaying materials systematically?
- adjusting physical space to meet student needs?

Do I schedule flexibly by:

- planning blocks of time during which students will be doing a variety of tasks?
- involving students in planning and scheduling when appropriate?
- planning with individual learning rates and styles in mind?

Do I encourage active participation by:

- involving students in choosing from among learning options?
- limiting choices to a reasonable number?
- providing a wide variety of motivating materials?
- providing opportunities for relevant problem-solving activities?

Do I encourage interpersonal communication through conducting:

- informal classroom conversation before, during, and after school?
- student/teacher conferences?
- small group discussion?
- classroom meetings?
- decision-making and problem-solving activities?
- role playing activities?
- outdoor activities and field trips?

Do I recognize conflict and encourage its resolution through:

- consensus?
- compromise?
- critical thinking, thinking more deeply about the whole conflict or problem?
- cooperative effort, working together in a helping relationship?
- individual and group decision-making and problem-solving?

Do I foster creativity through:

- allowing thinking and response time?
- providing an abundance of materials?
- encouraging divergent thinking through planned activities?
- providing creative teaching as a role model?

CLASSROOM CLIMATE IMPROVEMENT PLAN

Based on my self-evaluation I plan to:

Through the following activities:

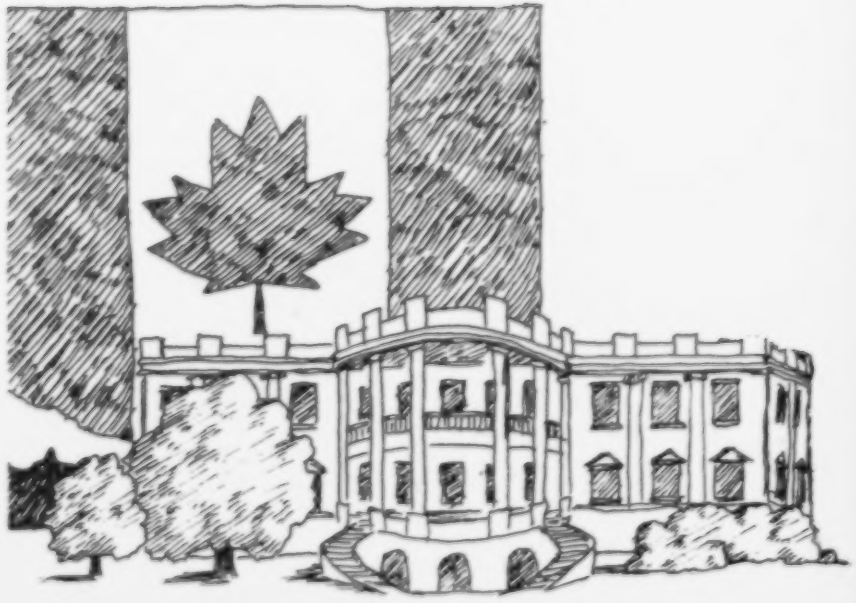
By target date:

SYLLABUS:

GRADE FIVE

GRADE LEVEL OVERVIEW

The grade five program stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and Latin America. These perspectives build on and reinforce historic and political elements of the United States developed in the grade four program. Teachers and local districts are encouraged to select content examples or case studies from the United States, Canada, and Latin America to help students grasp the content understandings and build toward concept learning. The approach is an integrated one with suggestions given in the syllabus as examples of content elaboration. Additional content which focuses on the United States, Canada, and Latin America should be selected to build upon the framework provided by the syllabus. Each district has a responsibility for extending the student's experience-base by including, where appropriate, content examples from cultures other than the student's own, and from a variety of geographic, socio-economic, ethnic and racial groups.



Perspective	K-6 Program Generalizations	Grade 4 Understandings
Social	Individuals and groups have social/cultural needs and wants. Families represent the basic unit of society. Individuals and groups fulfill different roles in society. Groups interact in many ways in a society. Various groups and institutions transmit societal values. Present and future social/cultural decision-making increasingly involves consideration of global interdependence.	Families in the local community change over time. Places in your community change. Ways of learning in your local community have changed over time and have varied from place to place in our country. A community has a unique social/cultural makeup and heritage. The United States has a cultural history. A community's past and present history is filled with contributors, male and female and of varied cultural and socio-economic backgrounds, who have influenced the community by their gifts and examples. People of a local community tend to be influenced by and benefit from other cultures by their gifts and examples.
Political	Rules and laws are made to protect people and keep order. Government(s) (groups or individuals which have authority) are responsible for making, enforcing, and interpreting laws. Under a democratic way of life, people are citizens of, and participators in, various levels and kinds of governance. In a democracy people are guaranteed certain rights in exchange for responsibilities of citizenship. Present and future political decision-making increasingly involves consideration of global interdependence.	Young people learn to support political systems through the celebration of patriotic holidays, their factual base and significance. Citizens contribute to and participate in political action at the local, State, and national level. Citizens are responsible for participating in meeting the problems of the present and future in a global world. In the United States, our political system is generally described as a representative democracy. All levels of the United States government have officials. United States governments at all levels have structures to allow them to fulfill the functions of making, enforcing, and interpreting laws. People living in a modern United States society need laws. Governments organize to provide functions people cannot provide as individuals. Governments in the past and present have served in planning functions. In the future, governments and/or citizen groups may plan and coordinate growth. In the past and present, people in a local community share(d) common problems. A local community has a political history. The United States has a political history. A democratic system such as that of the United States allows citizens to influence the rate and type of change. In a democratic community, citizens plan and direct change through political participation.

Grade 5 Understandings	Grade 6 Understandings.
Family structure varies from place to place and over time. Families serve as transmitters of culture to the young. The artistic and recreational activities of people are a reflection of their values and beliefs. Through migration and immigration, people of different cultural backgrounds influence one another. Social and political systems are based on people's beliefs.	The family as a social unit takes many different forms in Western Europe, Eastern Europe, and the Middle East. People's patterns of behavior are a reflection of their values. Understanding the values of others leads to a clearer understanding of one's own values and a deeper sense of commitment to them. Different social institutions within a society influence the lives of people in different ways. Different groups of people have made lasting contributions to the arts and sciences.
Governmental structures vary from place to place. Government policies change in response to the needs of people. People in democratic nations share some beliefs that govern their rules, laws, and governmental structures. Legal, political, and historic documents support the beliefs held important by people in a country. There are critical decisions facing all governments as members of a global world. Citizenship includes an awareness of the patriotic celebrations of our nation.	Family, clan, and tribal groups act to maintain law and order. Present systems of government have their origins in the past. As settlement patterns changed, new forms of political order developed to meet the more complex needs of societies. In modern political states, formalized governmental structures play a major role in maintaining social order and control. Citizenship includes an awareness of the symbols of our nation and other nations. Citizenship includes an awareness of the patriotic celebrations of our nation and other nations.

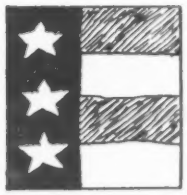
Perspective	K-6 Program Generalizations	Grade 4 Understandings
Economic	All people have basic economic needs and wants. People are consumers and producers of goods and services. People use human, capital, and natural resources to provide goods and services. People make decisions about the allocation of resources based on their values and goals. Production and distribution of goods and services is determined by mixed, command, or traditional economic systems. Present and future economic decision-making increasingly involves consideration of global interdependence.	A local community has an economic history. Economic events in the future of the United States and world will affect your local community. Economic events in the history of a local community are interrelated. Economic events in the history of the United States are interrelated.
Geographic	Maps and globes help people to define areas and regions. Physical features, weather, and climate influence the way of life in an area or region. People influence the environment. Geography acts to unify or divide people in an area or region. Present and future decision-making about geographic issues increasingly involves consideration of global interdependence.	A local community has a geographic history. The United States has a geographic history which can be correlated to the geographic history of the local community. Communities and nations have boundaries and can be located on maps and globes.
Historic	Nations, people, and things are rooted in the past. Change is constant. The transmission of culture is an important human need. The history of people, nations, places, and events is interdependent.	History is subject to individual interpretation.

Grade 5 Understandings	Grade 6 Understandings
The fundamental economic problem for individuals and groups is scarcity. Individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources. Availability of resources is important to a nation's economic growth. Nations depend on one another for resources and products they need. Production, distribution, exchange, and consumption of goods and services are economic decisions with which nations must deal. The level of development and the standard of living of people varies widely. Science and technology have influenced the standard of living of people. Nations form organizations and make agreements to promote development and growth.	People throughout the world must solve basic economic problems. People have unlimited needs and wants which they must meet with limited resources. All people of the world are both producers and consumers of goods and services. Different economic systems have evolved to deal with economic decision-making. A variety of conditions determine the types of economic systems that people employ to solve economic problems. In traditional economies, decision-making and problem-solving are guided by the past. In command economies, decisions regarding the control and use of the means of production and distribution are planned by the government. In many countries, "mixed" economies have evolved to deal with economic decision-making. A variety of factors determine the level of economic development of a nation. Nations have joined with one another in organizations which promote economic development and growth.
Climatic patterns are influenced by the interaction of various geographic factors. People are affected by their physical environment as they attempt to fulfill basic needs. The physical environment is affected by people as they interact with it. The effect of geography has been moderated by humans through the use of technology.	Maps symbolically represent features of the earth's surface. The use of various grids, symbols, and notations makes it possible to locate specific places and indicate distance and direction. Special purpose maps can be used to show various geographic aspects of the earth's surface as seen in Europe and the Middle East. Geographic variables may serve as criteria for grouping countries into regions. Geographic features and climatic conditions influence land usage. Use of resources has had an influence on the economic, political, and historic aspects of life throughout the world. Availability and allocation of limited resources must be reconciled with the unlimited needs and wants of the human groups that use them. The environment is affected by people as they interact with it. The effects of geographic conditions are moderated by technology.
Individuals have historic roots which contribute to the diversity of culture in countries of the Western Hemisphere. Nations of the Western Hemisphere have unique histories. The story of early Canada is one of a long and hard struggle to achieve unity.	The modern era has been a time of great change. Internal and external factors altered civilizations and eventually contributed to their decline. Cultural institutions often served as the impetus for growth and unification of civilizations. As civilizations flourished and spread, their power and influence grew. Civilizations developed where geographic conditions were most favorable.

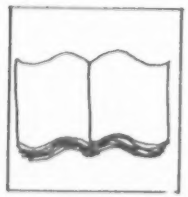
SYLLABUS SYMBOL KEY

Symbols used in the syllabus portion of the social studies program are intended to encourage inter-disciplinary planning and a holistic view of classroom instruction. The key to the symbols which appear in the syllabus is as follows:

TEACHER NOTE



CITIZENSHIP



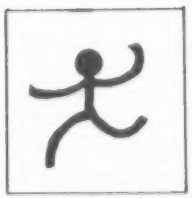
READING

COMPOSITION

ORAL LANGUAGE

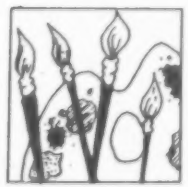
MATHEMATICS

SCIENCE



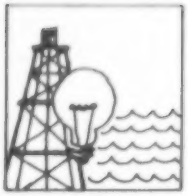
PHYSICAL EDUCATION

MUSIC



THE ARTS

MULTICULTURAL AWARENESS



ENVIRONMENT/ CONSERVATION

SECOND LANGUAGE/ BILINGUAL

LIBRARY/ LITERATURE

DRAMA

HUMAN RIGHTS

HANDICAPPED AWARENESS

GLOBAL PERSPECTIVE

FUTURE STUDIES

LAW-RELATED

EXPLANATION OF FORMAT

CONCEPT	CONTENT UNDERSTANDING	POSSIBLE ACTIVITIES
The concept goals for the K-6 social studies program are: • change • citizenship • culture • empathy • environment • identity • interdependence • nation-state • scarcity • technology Concepts are developed as students deal with examples through content specifics.	Content understandings form the knowledge goals for the K-6 program. The content at each grade level is organized around five perspectives: • social • political • economic • geographic • historic The content understandings in this section provide a guide for selecting specific factual content from available texts and other resources.	There are many ways to develop a concept through social studies content. This column contains possible activities and suggestions for the teacher. These activities can enhance and complement the use of a variety of resources as well as provide for a variety of student learning rates and styles.
In this column, the concept is listed with an explanation connecting it to the content understanding listed in the column to the right.	Teachers are encouraged to select specific content relevant to students to develop the content understandings. The examples listed are suggestions. Note that the empty dots appear in the syllabus as a reminder to encourage teachers to select and insert content relevant to local needs.	Teachers are encouraged to amend or add activities to develop the concept and content at the left linking these to the skills at the right. Because of the cultural diversity of New York State's population, districts should reflect that diversity in the instructional materials and activities, which they choose to develop in their curriculum guides.

NOTE: SYLLABUS PAGES ARE DESIGNED TO BE READ HORIZONTALLY.

EXPLANATION OF FORMAT

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Skill development is an integral part of the K-6 program. This column will suggest skills related to the activities at the left. The skills are grouped into categories of skills of: • Gathering Information • Using Information • Presenting Information • Participating in Interpersonal and Group Relations • Self-Management Note the skills framework may facilitate interdisciplinary planning.	This column contains suggestions to aid the teacher in developing evaluation strategies which measure student progress in reaching knowledge and skill goals. Note that assessment of knowledge and skill outcomes is encouraged.	This column contains resources to assist the teacher in developing concepts, content, and skills. Suggested children's books, audio visual resources, teacher references, and Participation Projects are included.
Teachers are encouraged to focus on skill development as a planned part of each lesson and activity, choosing skills appropriate to the needs of students and the goals of the activity.	Teachers are encouraged to select and devise evaluation strategies to match specific content and skill objectives.	Teachers are encouraged to select and add resources to this column and others on the page.

GRADE LEVEL SYLLABUS: FIVE

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • as related to the causes and effects of climate Empathy • as related to awareness and understanding of needs, wants, and limits	Climatic patterns are influenced by the interaction of various geographic factors. • ocean currents as the Gulf Stream and Japanese Current and Brazil Current • prevailing winds as westerly winds • latitude as in the Hudson Bay and Amazon Basin regions • altitude as in mountain cities such as Denver and Mexico City • mountain barriers as the Sierra Madres or Andes • land and water distribution, the Great Lakes area or Great Plains •	Students could investigate dominant patterns of ocean currents and prevailing winds in the Western Hemisphere and how they have influenced selected case study areas of the United States, Canada, and Latin America. Students could then hypothesize about climates of areas not yet studied, analyzing on the basis of the geographic features shown. Physical and special purpose maps can be used to verify their hypotheses. Use this activity as a lead-in to exploring how people in areas studied in the United States, Canada, and Latin America have fulfilled basic needs as influenced by their physical environment. Case studies can be used by students in small group investigation.

NOTE: SYLLABUS PAGES ARE DESIGNED TO BE READ HORIZONTALLY.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • using a variety of resources including maps, globes, atlases • understanding the purposes for which data is used • using subquestions and predicted consequences Using Information • testing and refining hypotheses • drawing conclusions Presenting Information • writing in an acceptable expository format Self-Management Skills • becoming adept at recognizing conflict as potentially manageable • recognizing moral complexity in an issue	Knowledge • Can the student list some of the geographic factors which influence climatic patterns? • Can the student recognize that people are affected by their physical environment as they attempt to fulfill basic needs? Skills • Can the student collect pertinent data? • Can the student test and refine hypotheses? • Can the student make generalizations from learned information?	BOOKS George, Jean C. Julie of the Wolves. Harper & Row Publishers, 1972. AUDIOVISUALS People and Places Where They Live. National Geographic Society. Three filmstrips/cassettes. Powers of Nature. National Geographic Society. Five filmstrips/cassettes.

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Empathy • as related to awareness and understanding of needs, wants, and limits Environment • as related to the causes and effects of climate	People are affected by their physical environment as they attempt to fulfill basic needs. • food as in the mountains of Peru • shelter as in Northern Canada, Alaska, Hawaii, tornado-prone areas of the United States • clothing as with the Inuit of Canada • comparisons with areas of Africa (desert, rainforest), and Asia (monsoons, deserts)	Text material, audiovisual sources and library resources can be used by student groups. Consider international exchange students and foreign visitors to help students gather data on the topic. Lists of key questions can act as organizers to help students gather data. These questions can be used to guide expository writing efforts.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • using a variety of resources including maps, globes, atlases • understanding the purposes for which data is used • using subquestions and predicted consequences Using Information • testing and refining hypotheses • drawing conclusions Presenting Information • writing in an acceptable expository format Self-Management Skills • becoming adept at recognizing conflict as potentially manageable • recognizing moral complexity in an issue	Knowledge • Can the student list some of the geographic factors which influence climatic patterns? • Can the student recognize that people are affected by their physical environment as they attempt to fulfill basic needs? Skills • Can the student collect pertinent data? • Can the student test and refine hypotheses? • Can the student make generalizations from learned information?	BOOKS George, Jean C. Julie of the Wolves. Harper & Row Publishers, 1972. Harder, Kelsie B. Illustrated Dictionary of Place Names: United States and Canada. Facts on File, 1985. Mitsumasa, Anno. Anno's U.S.A. Philomel, 1983. Moeri, Louise. Save Queen of Sheba. Avon, 1982. Stein, R. Conrad. Mexico. Children's Press, 1984. AUDIOVISUALS People and Places Where They Live. National Geographic Society. Three filmstrips/cassettes. Powers of Nature. National Geographic Society. Five filmstrips/cassettes. Computer Software - Satellite Down: Rescue Adventures in Geography. Focus Media. 1 disk, Teachers Guide.

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • as related to our environmental concerns and awareness of the effects and dangers possible when people change it Culture • awareness of the ways in which ethnic diversity can shape the appearance and character of a community	The physical environment is affected by people as they interact with it. • establishing transportation networks as the Pan American Highway and St. Lawrence Seaway • using natural resources as with the Alaskan pipeline • harnessing waterways as with the Niagara and Colorado Rivers • altering natural vegetation as in strip mining in the United States • discarding chemical and radio-active waste materials as in Love Canal • The social environment may reflect a variety of different cultures and ethnic traditions.	 Have children debate the positive and negative effects of one of the following on an area: • a new dam • a new industry • an interstate highway passing through town • a large municipal office complex • an airport Fictional or actual news story cases can be used. Examples of possible citizen action can be suggested by students. Have students collect information about different cultural groups living in their community. Discuss what different cultural groups share in common.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information • speaking in an effective way after planning and preparing • using various media for communicating ideas Using Information • identifying differences and similarities in data Participation in Interpersonal and Group Relations • recognizing that others may have a different point of view Self-Management • developing constructive attitudes toward diversity and ambiguity	Knowledge • Can the student discuss how the physical environment is affected by people as they establish transportation networks, tap resources, divert waterways, and alter natural vegetation? Skills • Can the student communicate ideas effectively? • Does the student show respect for the opinions of others?	BOOKS Gay, Kathlyn. Acid Rain. Watts, 1983. George, Jean C. Who Really Killed Cock Robin? E. P. Dutton, 1971. Selden, George. Tucker's Countryside. Farrar, Straus, & Giroux, Inc., 1969. Zehavi, A. M. The Complete Junior Encyclopedia of Transportation. Franklin Watts, Inc., 1973. AUDIOVISUALS Alaska: The 49th State. EBEC, 1985. 16 mm film or videocassette. Discovering Our Land: The Geography of North America. Walt Disney. Filmstrips, cassettes, masters, and teacher's guide. Geography of the United States. National Geographic Society. Filmstrip/cassette. Computer Software - Road Rally, U.S.A. Bantam Electronic Publishing. 1 disk. Teachers manual, poster, maps. PARTICIPATION PROJECT (See Teacher Notebook) "Geographic Gleanings"

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • as related to the influences of geography on people	The effect of geography has been moderated by humans through the use of technology. • housing as in Alaska and the Canadian Northwest, past and present • agricultural patterns as moving from single crop to diversified agriculture in Central America • transportation as in the Amazon Basin both past and present •	Students could brainstorm ways to overcome specific disadvantages of a physical environment. Updated information in science can be integrated into this study. Students could design a transportation network traversing a region on a teacher-designed map. What are some future areas in which humans may find an increasing need to overcome the effects of geography?

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information • using media and various visuals for communicating ideas **Self-Management** • developing constructive attitudes toward change	Knowledge • Can the student explain how technology influences the physical environment? Skills • Can the student design an effective transportation network? • Can the student recognize the difference between desirable and undesirable change?	BOOKS Eggers, John R. Will You Help Me Create the Future Today? D.O.K. Publishers, Inc., 1981. MacGregor, Anne. Skyscrapers; A Project Book. Lothrop, 1981. Smith, E. Boyd. The Railroad Book. Houghton, 1983. TEACHER REFERENCE Hellfach, Judith C. The Future of the Environment. Prentice Hall, Inc., 1977.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Scarcity • as related to needs and wants • as the basic economic problem Empathy • the capacity to appreciate the problems facing those who are different	The fundamental economic problem for individuals and groups is scarcity. • Human wants are unlimited. • Available resources are limited. • Nations must trade beyond their borders to survive such as - Canada trading surplus wheat - the United States buying foreign oil - Columbia and Brazil exporting coffee • Comparison or contrast with other peoples and conditions in Africa, Asia and Europe.	Students could collect and discuss newspaper articles about current events that indicate the tension and conflict caused by economic disparity in the United States, Canada, and Latin America. Students could construct a double bar graph depicting the amount of energy used by selected countries of the Western Hemisphere and then compare it to the country's population in order to draw conclusions.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • using mathematical devices to analyze data • drawing inferences from data • drawing conclusions Self-Management • developing constructive attitudes toward conflict • decreasing ethnocentric perceptions • increasing the ability to empathize	Knowledge • Does the student know that the basic economic problem is scarcity? Skills • Can the student collect relevant data and make inferences from it? • Can the student recognize conflicts inherent in certain situations?	BOOKS Berger, Melvin. The New Water Book. Thomas Y. Crowell Company, 1973. George, Jean. My Side of the Mountain. E. P. Dutton, 1959. George, Jean. Good Cents. Amazing Life Games Company, Houghton, 1974. Pfeffer, Susan Beth. Kid Power. Franklin Watts, Inc., 1977. Rylant, Cynthia. A Blue Eyed Daisy. Macmillan, 1985. AUDIOVISUALS Economics of the Energy Problem. Teaching Resources. Film, filmstrip, cassette. Energy and Everyday Life. National Geographic Society. Filmstrips/ cassettes. Trade Offs, a videotape series on economic decision-making available from the Bureau of Educational Communications, New York State Education Department, Albany, NY 12234.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Scarcity • needs and wants as related to choices and decision-making	Individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources. • earning income in the form of money, goods, or services • making economic choices • deciding on the basis of values • how best to use - natural resources - human resources - capital goods • choosing to migrate	Students could design a display board showing means of acquiring income and means of using income. Students could role play various family members making an economic decision about whether to buy a new car or save the money at a bank. These personal examples should be extended to a study of how selected nations have chosen to satisfy their basic needs by making decisions about scarce resources. Consider case studies comparing economic choices made by people and governments in selected areas of the United States, Canada, and Latin America. As students view the videotape "Reflections of the Past" from the Reflections: Puerto Rican Culture and History series, The University of the State of New York, The State Education Department, Center for Learning Technologies, Albany, New York 12230, 1981, have them list the reasons why Puerto Ricans migrated to the mainland. Then have them discuss the economic choices involved in this migration. - What role did the attempt to satisfy basic needs and wants play in the migration of blacks from the South?

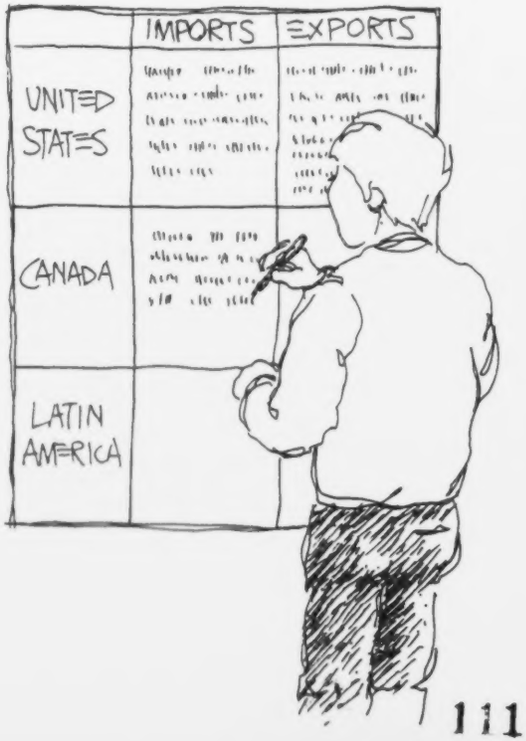
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information • using visuals for communicating ideas **Participating in Interpersonal and Group Relations** • participating in group planning and discussion **Self-Management** • decreasing egocentric perceptions	**Knowledge** • Can the student list some ways in which people use resources to satisfy needs? **Skills** • Can the student effectively present information by using graphics? • Can the student put him/her self in the role of another?	TEACHER REFERENCE Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036. BOOKS Gardiner, John. Stone Fox. Harper & Row Junior Books, 1983. LeVoy, Myron. A Shadow Like a Leopard. Harper, 1981. Mohr, Nicholasa. In Nueva York. Dial Books, 1977.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Scarcity • as related to resources, labor and capital, and the limits of their availability	Availability of resources is important to a nation's economic growth. • air • water • soil • forests • fuels • rocks and minerals • animal resources • human resources •	Discuss the differences between capital, human, and natural resources. Pictures may be classified as to the type of resources they represent. Using map symbols, students could locate and identify the resources which predominate in the countries of the Western Hemisphere. Students could use a group of special purpose maps to gather data and draw hypotheses regarding probable imports and exports. They could check these hypotheses using texts, almanacs, or map sources.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying a variety of sources of information including visuals, maps, globes, and atlases Using Information • classifying data by identifying similarities and differences Self-Management • developing constructive attitudes toward diversity	Knowledge • Can the student identify resources as important to economic growth? • Can the student explain how diversity in available resources creates challenges for a nation? Skill • Can the student classify data?	BOOKS Kiefer, Irene. Energy for America? Atheneum Publishers, 1979. Pringle, L. Our Hungry Earth, the World Food Crisis. Macmillan Publishing Company, 1976. Pringle, Laurence. What Shall We Do with the Land? Land Choices for America. Crowell, 1981. Watson, Jan Werner. Alternate Energy Sources. Franklin Watts, Inc., 1979. World Almanac and Book of Facts. Newspaper Enterprises Association. AUDIOVISUALS South America: A Regional Study. Educational Enrichment Materials, New York Times. Filmstrips/cassettes PARTICIPATION PROJECT (See Teacher Notebook) "Econolinks"

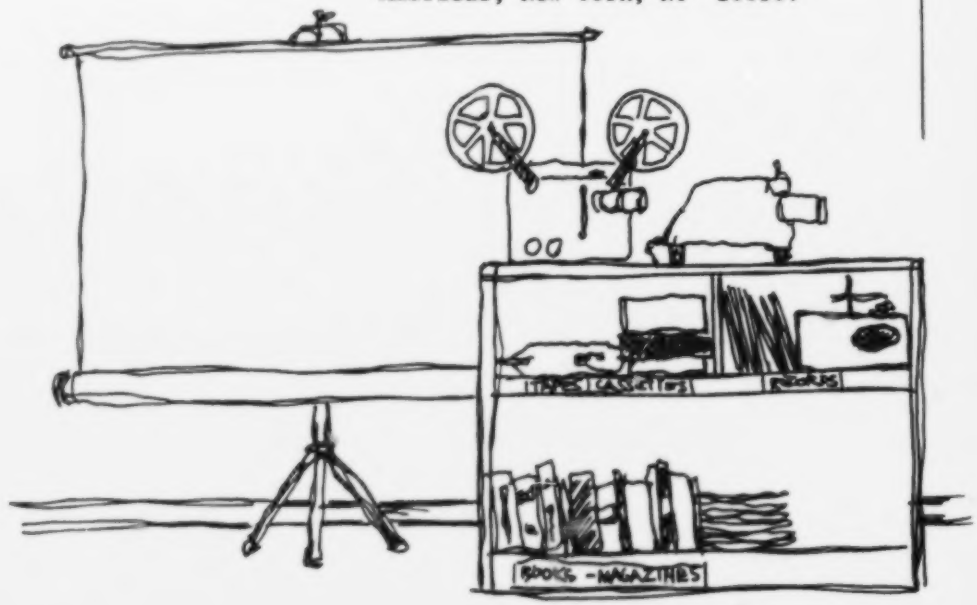
CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Interdependence • as related to people's needs and wants • as related to trade, cooperation, interaction, and competition	Nations depend on one another for resources and products they need. • food as needed in Puerto Rico • oil as needed by industrialized nations as the United States and Canada • technologic products as needed by developing nations of Central and South America • •	Students could research imports and exports of the United States, Canada, and Latin America. What changes would there be if we could no longer import a certain product, for example petroleum? Students could create written news articles to illustrate the effects of interdependence. In an increasingly global world, economic interdependence is an essential concept. Graphs and charts can provide data and students can construct these as well. Fractional comparison can be used.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • locating information in print and nonprint sources Presenting Information • writing by using the interpretive form Self-Management • decreasing ethnocentric perceptions	Knowledge • Can the student identify some of the imports and exports of the United States, Canada, and Latin America? Skills • Can the student use available sources to get information? • Can the student see that diversity in the resources of nations creates a need for interdependence?	AUDIOVISUALS Map Games: Economic Geography. Opportunities for Learning. Central America: A Regional Study. Listening Library. 4 Filmstrips/ 4 cassettes.



CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Scarcity • as related to rules, laws, planning, and decision-making	Production, distribution, exchange, and consumption of goods and services are economic decisions with which nations must deal. These issues center around: • what and how much to produce • how to combine and use resources in production • how goods and services will be distributed In the United States, our economic system is called capitalism or free enterprise. Under this system: • individuals or groups decide - what and how much to produce - how to combine and use resources in production - how goods and services will be distributed • government influences economic decisions through regulation	Students could select a local industry and research what it produces, its production and distribution system, and where the finished product is sold. They could investigate governmental regulations which influence production and distribution of the product and prepare a videotape of their findings. Students could work in small groups to investigate the production of key manufactured and agricultural products in selected areas of the United States, Canada, and Latin America. Students could compare and contrast Western Hemisphere examples of - traditional (historic) - market - command (Cuba) - mixed (United States) economic systems

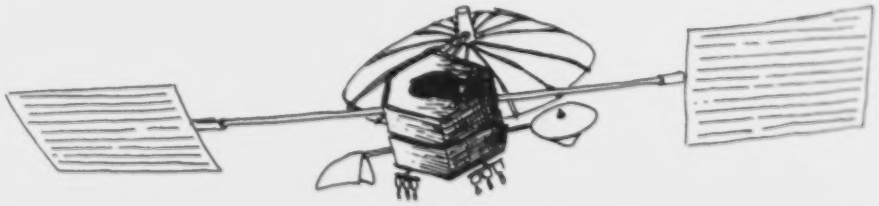
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • locating sources of print and nonprint information by listening and observing Presenting Information • writing in an expository manner • using media Self-Management • developing constructive attitudes toward ambiguity	Knowledge • Can the student give some examples of economic decisions which must be made by a nation? By a capitalist nation? Skill • Can the student communicate ideas effectively in writing? • Can the student evidence ability to perceive ambiguity as inevitable?	BOOKS Koranski, Bruce. Teaching About the Consumer and the Global Market. CTIR (University of Denver), 1981. AUDIOVISUALS Decisions, Decisions! March Film. Filmstrip/cassette. TEACHER REFERENCE Write for a list of publications from the Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036.



CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Technology • as related to a nation's resources, skills, capital, attitudes, and environment	The level of development and the standard of living of people varies widely. • Many people in the United States, Canada, and Latin America do not have sufficient available resources to meet their basic needs for food, shelter, and clothing. • Disparity in standard of living within and between nations causes conflict and tension. • Governments of nations attempt to deal with economic disparity through social and economic planning. • Compare and contrast the levels of development and the standards of living in other parts of the world. •	Students could brainstorm a list of reasons why a country might remain less developed than its resource potential might indicate. The students could then research specific areas and the reasons for lack of development and chart them, for example: Nation: Mexico Factors which hinder economic development / Possible governmental solutions 1. / 1. 2. / 2. 3. / 3. 4. / 4. 5. / 5. etc. / etc. Possible solution: Students could investigate and keep a scrapbook of new scientific processes and products that may have impact on developing countries.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • classifying data by constructing a chart to clarify information • scrutinizing possible consequences of alternative actions **Self-Management** • increasing the ability to empathize	**Knowledge** • Can the student identify factors hindering economic growth in parts of the Western Hemisphere? **Skills** • Can the student classify data using a teacher-made chart? • Can the student cite several major economic problems? • Can the student demonstrate the capacity to describe the moral complexity in socio-economic issues?	BOOKS Armstrong, William H. Sounders. Harper & Row Publishers, 1969. Ashabranner, Brent. Dark Harvest: Migrant Farmworkers in America. Dodd, 1985. Beatty, Patricia. Lupita Manana. Morrow, 1981. Fisher, Leonard Everett. The Factories. Holiday, 1979. Fisher, Leonard Everett. The Unions. Holiday, 1982. Sachs, Marilyn. The Bear's House. Dell Publishing Co., 1971. AUDIOVISUALS Canada: Challenge of Change and South America: Land of Many Faces. Society for Visual Education. Filmstrips/cassettes.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Technology • as related to the transmission of tools and ideas and their impact on people	Science and technology have influenced the standard of living of people. • health care as seen in the dramatic decrease in smallpox globally • food sources as in the Central American nations applying technology to move from single crop dependence • education as in increasing literacy rates • improved means of production as in Chile's manufacturing industries • communication as in satellite communication networks linking the world • transportation as in the Belem-Brasilia highway opening central Brazil • leisure as seen in television video and computer games • energy as seen in nuclear and solar power in the United States	 Students could use a collection of recent news magazines and newspapers (including student news magazines) to collect examples of scientific and technologic developments in the United States, Canada, and Latin America. These could be integrated into a mural collage. Student groups could prepare charts summarizing: Scientific Development | Area or Nation | Impact on People Analytic reading skills can be taught through social studies content. The focus on effects of technology is critical for citizenship decision-making in a global world. Students could elaborate on probable technologic developments in the future, writing stories to illustrate influences on society. This activity can help students analyze probable, possible, and preferable courses of future events.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • checking reasonings against logic looking for inconsistencies **Presenting Information** • thinking logically • forming generalizations based on appropriate data **Self-Management** • developing constructive attitudes toward change	Knowledge • Can the student recognize that science and technology have influenced the standards of living of people in the Western Hemisphere, citing specific examples? Skills • Can the student create a mural to communicate? • Does the student understand the inevitability of change?	BOOKS Asimov, Isaac. How Did We Find Out About Robots. Walker, 1985. Storrs, Graham. The Robot Age. Watts/Bookwright Press, 1985. AUDIOVISUALS From Here to the Planets and Industry and Technology. Disney Educational Media. Filmstrip/cassette sets. The Wide World of Energy Multimedia Kit. Disney Educational Media. Study prints, game boards.  The World to Come: Exploring the Future. New York Times Educational Enrichment Materials. Filmstrips/cassettes. World of the Future (Kit). Opportunities for Learning.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Interdependence • as related to trade, cooperation, and interaction	Nations form organizations and make agreements to promote development and growth. Some examples of these are the: • Joint International Commission • Great Lakes Quality Agreement • Organization of American States • North Atlantic Treaty Organization • United Nations • •	Using a variety of text resources and news events as a guide, students could list potential problems in the future of the Western Hemisphere. They could work in small groups to brainstorm possible solutions to each potential problem, then rank order the solutions in terms of likelihood for success. While students have limited background knowledge, the questions they generate in an activity such as this can lead to directed research.

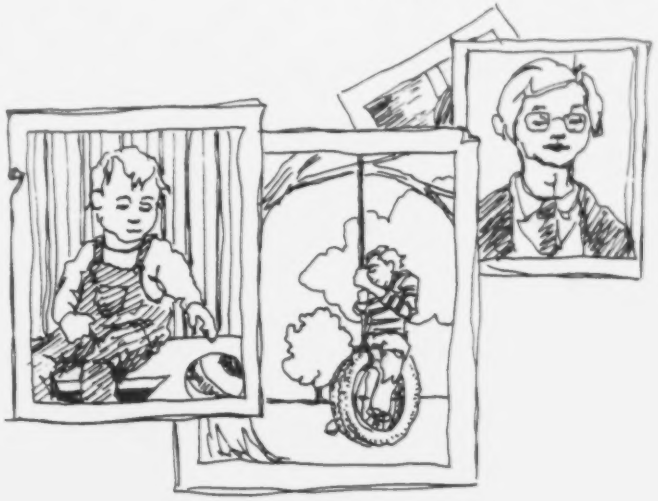
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • locating sources of print and nonprint information including library resources Participating in Interpersonal and Group Relations • participating in group planning and discussion • initiating ideas Self-Management • developing constructive attitudes toward conflict	Knowledge • Can the student identify the organizations formed by nations to promote development and growth internationally? Skills • Does the student participate in group planning and discussion? • Does the student see how nations work together to overcome economic conflicts? • Can the student demonstrate ability to identify and use alternative methods of managing conflict?	BOOKS Stein, Conrad R. The Story of the United Nations. Children's Press, 1986. Weiss, Ann E. The Nuclear Arms Race - Can We Survive It? Houghton, 1983.

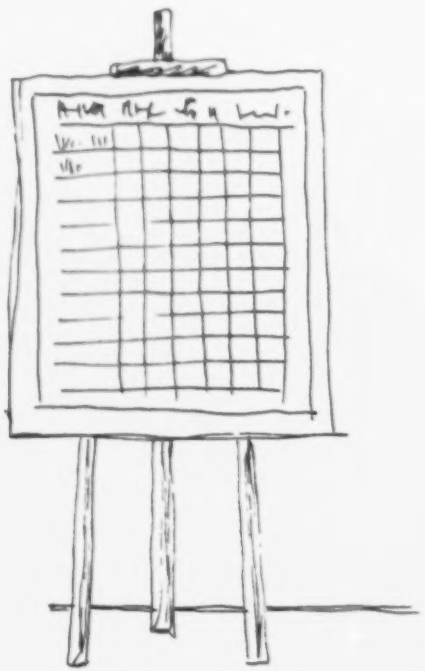
CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Empathy • awareness of the diversity in family structures • awareness that different values contribute to the reasons for diversity Change • awareness that structures alter from family to family and within specific families	Family structure varies from place to place and over time. • extended families as in Mexico, Puerto Rico, China, and India • nuclear families • matrilineal families as among the Iroquois • alternative family structures such as communal, single-parent, joint-custody, and foster families When designing strategies dealing with family structure, be sure to include representative examples which reflect a multicultural mix. Avoid stereotypic assumptions regarding family structures.	 Students could generate a list of questions about families to use as they study families of different areas in the United States, Canada, and Latin America. These questions could serve as a study guide as students investigate families through interviews, the media, texts and study prints. The collected data sheets could be compiled into a class booklet or composite chart. Children's literature can also provide information for students regarding family structures and customs.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying the types and kinds of information needed Using Information • identifying differences and similarities in data Self-Management • increasing in ability to accept diversity as natural, and desirable, and inevitable • decreasing stereotypic perceptions	Knowledge • Can the student give a specific example of diversity in family structures in the United States, Canada, and Latin America? Skills • Can the student identify similarities and differences in data? • Does the student demonstrate a growing capacity to accept diversity as natural?	BOOKS Babbitt, Natalie. The Eyes of the Amaryllis. Farrar, Straus, & Giroux, Inc., 1977. Byars, Betsy. The Pinballs. Harper & Row Publishers, 1977. MacLachlan, Patricia. Sarah, Plain and Tall. Harper, 1985. Matthews, Ellen. The Trouble With Leslie. Westminster, 1979. Sobol, Harriet Langsam. My Other-Mother, My Other-Father. Macmillan Publishing Company, 1979. Terris, Susan. The Latchkey Kids. Farrar, 1986. AUDIOVISUALS American Families. Coronet. Six filmstrips/cassettes. Families of Mexico and Central America. Society for Visual Education. Filmstrips/cassettes. Six Native American Families. Society for Visual Education. Filmstrips/cassettes. PARTICIPATION PROJECT (See Teacher Notebook)

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Culture • as transmitted by the institution of family • as preserved by the family • awareness that culture is learned	Families serve as transmitters of culture to the young. • language as Portuguese in Brazil, French in Quebec, Spanish in Mexico • values and attitudes such as religious traditions passed on by families • vocational skills such as hunting, fishing, and farming • recreation and leisure activities such as games and sports • arts and crafts such as weaving, pottery, making bone and wood carvings • Values and traditions are often passed on through the celebration of traditional festivals, by the family and ethnic community such as Mardi Gras among the peoples of Latin America and the Chinese New Year. Where appropriate have students explore these occasions by inviting guests into the school to discuss their traditions or by taking the children on field trips to experience how culture is transmitted.	Students could first trace their own roots by interviewing family members. A large classroom outline map of the world could then be filled in by students showing which countries their families came from. Each student could then develop several pages for a class book entitled <u>We Learned From Them</u> indicating what things they learned from family members. Writing skills such as developing a topic could be taught in concert with this activity. Early second language experiences can help foster receptivity and interest in language study. Consult district second language teachers or community ethnic representatives for ideas and assistance.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying information from primary sources • locating sources of print and nonprint information Presenting Information • writing to support a generalization through the use of relevant facts Self-Management • increasing in ability to accept diversity as natural and inevitable	Knowledge • Can the student recognize that languages, values, attitudes, customs, and traditions are transmitted by families? • Can the student identify examples of cultural heritage seen in Western Hemisphere nations? Skills • Can the student collect information and present it by writing effectively? • Does the student show respect for the differences in the ethnic backgrounds of others?	BOOKS Arnold, Arnold. The World Book of Children's Games. Fawcett, 1972. Fiorotta, Phyllis and Noel. The You and Me Heritage Tree. Workman Publishing Co., 1976. Joseph, Joan. Folk Toys Around the World and How to Make Them. Parents Magazine Martin, Bill. Sounds of Our Heritage. Series. Holt, Rinehart & Winston, Inc., 1980. O'Dell, Scott. The Black Pearl. Dell Publishing Co., Inc., 1967. PARTICIPATION PROJECT (See Teacher Notebook) "Child-to-Child Clubs" "Come to the Fair: The World in Our Community" TEACHER REFERENCES McDonough, Irma. Canadian. Books for Children [and] Livres Canadiens Pour Enfants. University of Toronto Press, 1976. Schon, Isabel. Books in Spanish for Children and Young Adults: An Annotated Guide. Scarecrow, 1978.



CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Culture • as related to folkways, traditions, customs, and their effects on people's use of leisure time 	The artistic and recreational activities of people are a reflection of their values and beliefs. • The people of the Western Hemisphere participate in, contribute to, and support - visual arts - performing arts - sports - cultural institutions - literature • Cultural knowledge and attitudes are transmitted through artistic and recreational activities. • • 	Students could research the predominant sports of a country of their choice. As a group, they could work to identify sports or games with which they may not be familiar. Small groups would then study the rules of a specific game or sport and present it to their classmates by either demonstration or explanation. The relation to other facets of a culture could be discussed. Students could study and then graph data received in response to student-made surveys of the use of leisure time by their schoolmates. The data could be compared to the research information on leisure time uses in Canada and Latin America. A study of trends in the arts and/or recreation of Western Hemisphere nations might offer background for students to predict probable, possible, and preferable futures for the arts and leisure. Games, sports, and dances of Western Hemisphere nations can be integrated into the physical education curriculum.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying types of information needed using subquestions • collecting information by means of a survey Using Information • drawing inferences from data • comparing and evaluating data Self-Management • decreasing ethnocentric perceptions	Knowledge • Can the student recognize that use of leisure time varies? • Can the student identify elements and trends in art of nations of the Western Hemisphere? Skills • Can the student collect, evaluate, and infer from data collected from student-made surveys? • Can the student compare data collected with data researched? • Can the student learn from and share with others?	BOOKS Comins, Jeremy. Latin American Crafts and Their Cultural Backgrounds. Lothrup, Lee and Shepard Books, 1974. The Concise Encyclopedia of Sports. Franklin Watts, Inc., 1979. Hunt, Sarah. Games and Sports the World Around. Ronald Press, 1964. Joseph, Joan. Folk Toys Around the World. Parents Magazine Press, 1972. Millen Nina. Children's Games From Many Lands. Friendship Press, 1975. AUDIOVISUALS Children of Central America and the Carribbean. New York Times Educational Enrichment Materials. Filmstrips/cassettes. Joe Hayes: Tales of the Southwest. Weston Woods. Phonodisc or cassette. Grant Wood: His Life and Paintings. International Film Bureau. 4 filmstrips, 4 cassettes. TEACHER REFERENCE Schon, Isabel. A Hispanic Heritage: A Guide to Juvenile Books About Hispanic People and Cultures.

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Culture • as it is learned from other groups • as it is shared by different people Identity • as related to our multiethnic heritage	Through migration and immigration, people of different cultural backgrounds influence one another. • Asian settlers crossed the Bering Strait to Alaska. • French and English explorers and settlers brought their heritage to Canada and the United States. • Spain, Portugal, and England sent explorers who settled in Latin America. • Throughout the history of the Western Hemisphere people have learned from those of other cultures - attitudes and values - customs and traditions - skills, talents, and abilities - legal, political heritage •	Students could research the lasting influence of other cultures on nations of the Western Hemisphere. Students might work in small groups to make a mural of one of the immigrant cultures in the United States showing some of the following: - cultural achievements - people at work, play, and worship - famous people - cultural problems - cultural history Students might build models of the various types of homes first built by settlers in the Western Hemisphere. Developing a gallery of prints from art works of various times and cultures can help students appreciate the rich multicultural heritage we enjoy. Correlating this study of cultural contributions with music appreciation can further this content understanding. In addition to listening activities, students could use instruments of other cultures.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying a variety of sources of information including museum and gallery resources • locating sources of print and nonprint information using main ideas • organizing collected information Presenting Information • using media and various visuals for communicating ideas Self-Management • decreasing ethnocentric perceptions • developing constructive attitudes toward diversity	Knowledge • Can the student list examples of cultural influences groups have had on others in the Western Hemisphere? Skills • Can the student locate the best sources of information for a specific project? • Can the student communicate ideas in visual formats? • Does the student express an interest in learning about the ways of others?	BOOKS Fiarotta, Phyllis and Noel. The You and Me Heritage Tree. Workman Publishing Co., 1976. Schwartz, Alvin. The Way Things Were. J. B. Lippincott Company, 1978. Turner, Mary. We Too Belong. Dell Publishing Co., Inc., 1969. Yep, Laurence. Dragonwings. Harper & Row Publishers, 1975. AUDIOVISUALS The Hundred Dresses. Miller-Brody. Filmstrip/cassette. Immigrant America. Sunburst Communications. Filmstrip. Minorities - U.S.A. Coronet. Eight filmstrips/cassettes. Multicultural Sampler. Pied Piper. Filmstrips/cassettes. PARTICIPATION PROJECT (See Teacher Notebook) "Journeys: The World in Our Community"

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • based on people's attitudes, beliefs, ideals, values, and principles	Social and political systems are based on people's beliefs. • the importance of the individual • the citizen's role in decision-making • beliefs concerning education • the rights of the individual • the responsibilities of the individual	 An exploration of children's fictional literature can offer students an opportunity to consider social and political systems of the Western Hemisphere. A general study guide dealing with issues such as those at the left can guide independent reading. Group discussion can lead to comparing and contrasting ideas. Students might gain greater insight into the interdependence of people, places, and events in a system by considering the far-reaching impact of a single change in our belief system. An example might be increased confidence in the physical and mental ability of older Americans. They could brainstorm possible effects, then develop these into scenarios.

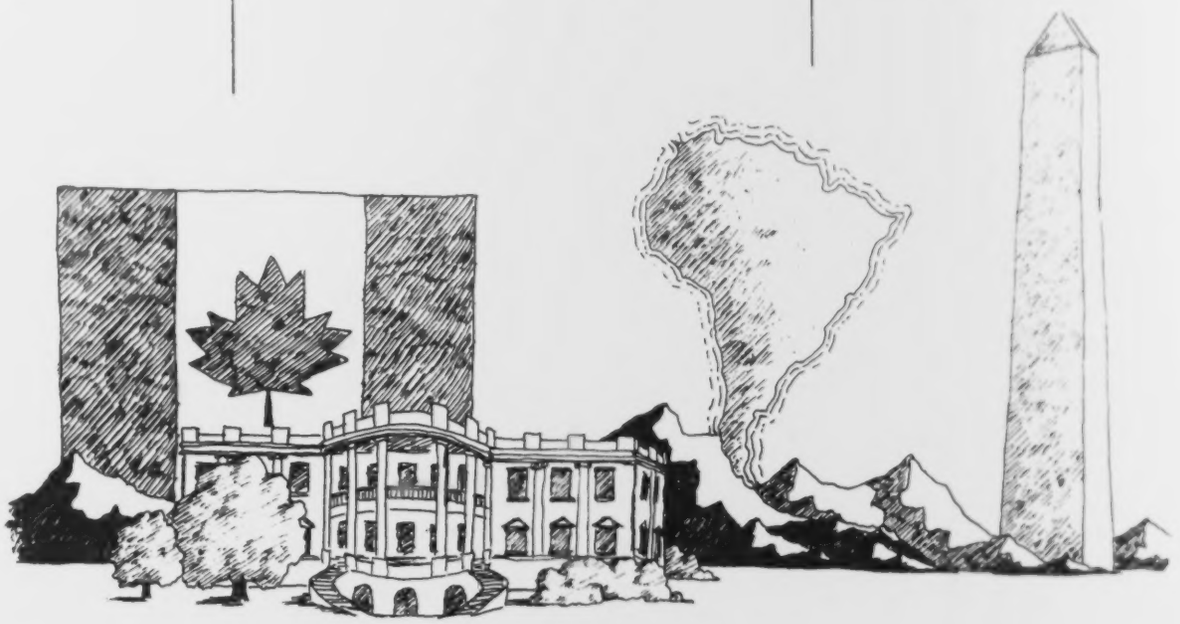
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying relevant information **Using Information** • drawing inferences from data **Self-Management** • decreasing egocentric perceptions by evidencing a growing capacity to accept alternative perspectives as being legitimate explanations of the differing perceptions of others	Knowledge • Can the student discuss some of the basic beliefs that underlie our political system? Skills • Can the student draw inferences from data? • Does the student respect the differences in values of one group to another?	BOOKS Angell, Judie. A Word From Our Sponsor. Bradbury Press, 1979. Batchelor, John E. States' Rights. (First Book). Watts, 1986. Cheney, Glen Alan. Responsibility. (American Values First Book), 1985. Collier, James & Christopher. My Brother Sam Is Dead. Four Winds and Scholastic, 1974. Corbin, Carole Lynn. The Right to Vote. Watts, 1985. Hamilton, Virginia. M. C. Higgins the Great. Macmillan Publishing Company, 1974. Hoobler, Dorothy & Hoobler, Thomas. Your Right to Privacy (First Book). Watts, 1986. L'Engle, Madeleine. A Wrinkle in Time. Farrar, Straus, & Giroux, Inc., 1962. O'Dell, Scott. Sing Down the Moon. Dell Publishing Co., Inc., 1970. Speare, Elizabeth George. The Witch of Blackbird Pond. Dell Publishing Co., Inc. 1958. AUDIOVISUALS Gomston (Learning Kit). Opportunities for Learning.

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Nation-State • as related to government and structure	Governmental structures vary from place to place. • The United States, Canada, and some Latin American countries are representative democracies. • Some of the Latin American republics are military dictatorships. • Governmental structures are a reflection of the values and attitudes of the society. •	Students could compare governmental structures of the United States, Canada, and selected Latin American countries by means of charts including information such as: - authority base - election process - lawmaking process - leadership - law enforcement - judicial system The analysis of political cartoons related to government in the United States, Canada, and Latin America can lead to student-generated questions for research. Awareness of the diversity of governmental structures is the goal rather than detailed comparative political studies. Children could create political cartoons depicting situations occurring in current events in the United States, Canada, and Latin America.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying kinds of information needed • locating sources of print and nonprint information using main ideas and supportive elements Using Information • developing tables and charts to clarify data and ideas • evaluating data by identifying frame of reference and differentiating fact from opinion Self-Management • decreasing ethnocentric perceptions	Knowledge • Can the student give specific comparisons in varying governmental structures in the Western Hemisphere considering by whom and how laws are made, enforced, and interpreted? Skills • Can the student develop a chart to express and clarify data and ideas? • Does the student show respect for the beliefs of others?	BOOKS Cheney, Glenn Alan. Revolution in Central America. Watts, 1984. National Geographic Society. Government in the United States, 1976. Weiss, Ann E. The American Congress. Julian Messner, 1977. Weiss, Ann E. The American Presidency. Julian Messner, 1976. AUDIOVISUALS Our Government in Action. New York Times Educational Enrichment Material. Filmstrip and cassettes. Our Neighbors: Canada and Mexico. Listening Library. 2 filmstrips/2 cassettes. Law and Justice in the United States. New York Times Educational Enrichment Material. Filmstrips/cassettes. TEACHER REFERENCE Write to the American Bar Association 1155 East 60th Street, Chicago, IL 60637, for catalogues of gaming and media for law/government studies.

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Nation-State • governments and their responsibility to changing needs Empathy • responding to diverse needs	Government policies change in response to the needs of people • to meet basic needs of citizens • to provide services • to regulate an increasingly complex society • to maintain order and control • •	A case study of a Western Hemisphere government undergoing change can help students become more analytical. Current news events could provide appropriate material for investigating key who, what, when, where, and why questions. Students could develop expository and persuasive news articles on the topic. Government policies in relation to the rights of individuals in the Western Hemisphere can be explored through news events. The Universal Declaration of Human Rights provides an international guideline in regard to the rights of all people. A very immediate example of education for the handicapped could provide an introduction to changing government policies. Issues of human rights are related to these basic needs of people. Students could collect and display information about people in need. Students might organize this information in terms of world regions and/or human rights violations to raise their awareness of rights issues.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying the types and kinds of information needed Using Information • identifying value-laden words • detecting evidence of propaganda Self-Management • developing constructive attitudes toward change and diversity	Knowledge • Can the student show an understanding of how government responds to the changing needs of people? Skills • Can the student identify the kinds of information needed by listening and discussing? • Does the student exhibit an understanding of the inevitability of change?	BOOKS Arkin, Alan. The Lemming Condition. Harper & Row Publishers, 1976. Gesner, Lillian. People Have Rights! They Have Responsibilities Too. Center for Teaching About Peace and War. Wayne State University, Detroit, Michigan. Lester, Julius. To Be a Slave. Dial Press, 1968. O'Brien, Robert C. Mrs. Frisby and the Rats of Nimh. Atheneum Publishers, 1971.



CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Nation-State • as related to beliefs, values, and attitudes Citizenship • as in a democratic society	People in democratic nations share some beliefs that govern their rules, laws, and governmental structure. • justice • equality • freedom of speech • freedom of the press • freedom to choose our leaders • •	Discuss with students what a democracy is and what the word means to them. They could role play a situation in which one of the freedoms (such as freedom of speech) is taken away. Have a class election in which students develop platforms, give speeches, draw posters. What rules will guide the election process? Who will decide on the rules? Parallels to United States government and democratic ideals can be drawn throughout the process as the student governance develops and deals with classroom and school concerns.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information • speaking in an effective way • developing skills as a discussion leader or participant **Participating in Interpersonal and Group Relations** • participating in group planning and discussion **Self-Management** • decreasing egocentric perceptions • showing a growing ability to recognize the moral complexity inherent in diversity and to seek humane solutions to moral dilemmas	**Knowledge** • Can the student discuss some of the various components of a democratic government? **Skills** • Is the student able to participate in the democratic process? • Does the student show respect for the values of others?	BOOKS Cantwell, Lois. Freedom. Watts, 1985. Faber, Doris. Eleanor Roosevelt: First Lady of the World. Viking, 1985. Fisher, Leonard Everett. The Statue of Liberty. Holiday, 1985. Jacobs, William Jay. Mother, Aunt Susan and Me: The First Fight for Women's Rights. Coward, 1979. Johnson, Joan. Justice. Watts, 1985. Kleeburg, Irene Cumming. Separation of Church and State. Watts, 1986. Mannetti, Lisa. Equality. Watts, 1985. National Geographic Society. Government in the United States. 1976. Touster, Irwin. The Perez Arison Mystery. Dial Press, 1972. AUDIOVISUALS Cornerstones of Freedom. New York Times Education Enrichment Materials. Filmstrips/cassettes. Living With Laws. Coronet. Cassettes/masters.

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • as related to freedom, equality, and values	Legal, political, and historic documents support the beliefs held important by people in a country. • Declaration of Independence • United States Constitution including the Bill of Rights • The British North America Act and the Canadian Bill of Rights • Latin American documents • • The 14th Amendment to the U.S. Constitution was passed in 1868. Section 1 defines citizenship.	Have children research the events which led up to the drafting of a certain document. They could chart events on a time line and enact the event in dramatic form. Students could make a poster depicting people enjoying the rights stated in the Bill of Rights. Pictures may be drawn or cut from magazines and newspapers. Belief systems in conflict can have global impact in our increasingly interdependent world. The awareness that nations differ in their beliefs is essential to global understandings. Students could examine pictures and stories dealing with segregation as it existed in the United States during the 1950's and 60's. They could then read section 1 of the 14th Amendment. Discuss with students the rights which were denied to blacks in spite of the 14th Amendment. Consider examples of prejudice today.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • locating sources of printed information using tables of contents, appendices, and indices Using Information • placing ideas in chronological order Presenting Information • using various visuals for communicating ideas Self-Management • increasing the ability to empathize • decreasing ethnocentric perceptions • developing constructive attitudes toward diversity	Knowledge • Can the student identify some of the legal, political, and historical documents discussed? Skills • Can the student communicate ideas effectively through dramatic or artistic means? • Does the student demonstrate respect for the moral and legal rights and basic freedoms of other people and indicate why such respect is important?	BOOKS Epstein, Sam & Beryl. Kids in Court. Four Winds, 1982. Friendly, Fred W. & Elliot, Martha J. H. The Constitution: That Delicate Balance. Random, 1984. Sgroi, Peter. ...This Constitution. (First Book). Watts, 1986. AUDIOVISUALS Our Living Constitution. National Geographic Society, 1978. Filmstrip/cassette.

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Interdependence • as related to needs and wants, survival, interaction, and cooperation	There are critical decisions facing all governments as members of a global world. • arms and weaponry • energy • pollution of air, land, and water • different political philosophies • scientific technology • health • space and ocean exploration • human resources • •	Students could participate in small group discussions by identifying problems and possible solutions concerning pollution, political differences, and declining energy sources as related to our interdependence with other nations. Students could form teams and debate the question of a nation's right to self-interest vs. a nation's responsibilities to countries. A weekly student newspaper can provide material to help students attain skills in processing news. At this grade level, students can also be exposed to teacher-directed reading skill work using selected adult newspapers and news magazines.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • using maps, globes, atlases Using Information • drawing inferences from data by identifying relationships among the parts • generalizing from data by applying previously learned concepts to the situation Presenting Information • speaking in an effective way spending sufficient time in planning and keeping to the topic Self-Management • decreasing ethnocentric perceptions	Knowledge • Can the student recognize the critical decisions facing the countries of the Western Hemisphere in their interrelationships? Skills • Can the student draw inferences from data, generalize, and present those generalizations in an effective manner by participating in group activities? • Does the student show a growing ability to consider the interests of other groups as well as one's own group?	TEACHER REFERENCES Casteel, J. Doyle. Learning to Think and Choose. Goodyear, 1978. Laconte, Ronald T. Teaching Tomorrow Today. Bantam Skylark Books, 1975. LaRaus, Roger and Richard C. Remy. Citizenship Decision-Making. Addison Wesley, 1978. PARTICIPATION PROJECT (See Teacher Notebook) "Decision Dilemmas"

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • as related to rights, responsibilities, freedom	Citizenship includes an awareness of the patriotic celebrations of our nation including: • Lincoln's Birthday • Washington's Birthday • Independence Day • Labor Day • Columbus Day • Veterans Day • Thanksgiving Day • Martin Luther King Day • Election Day • Flag Day • Memorial Day • Conservation Day	As they celebrate the freedoms, students could write a Bill of Rights for children. They might compare their document to the UNICEF Rights of the Child then develop a parallel list of responsibilities. Students could research the possible equivalents in another Western Hemisphere country to our Independence Day, Memorial Day, or other patriotic celebrations.
Citizenship • as related to participation	 The holidays listed above are established by law for State or national observance.	 Assemblies and dramatic productions can enrich the social studies curriculum. Consider student-written efforts or published plays.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • locating sources of print and nonprint information • organizing collected information in orderly notes Presenting Information • writing in an expository way using main ideas and supportive elements Self-Management • decreasing ethnocentric perceptions	Knowledge • Can the student show an understanding of some of the symbols of our nation and others? • Can the student list some of the patriotic celebrations of other nations? Skills • Does the student show respect for the symbols of our nation and others? • Does the student show respect for the patriotic celebrations of our nation and others? • Can the student use main ideas to support conclusions?	BOOKS Henderson, Nancy. Celebrate America: A Baker's Dozen of Plays. Julian Messner, 1978. AUDIOVISUALS The Declaration of Independence. National Geographic Society. Filmstrip/cassette. Rights of the Child. UNICEF. Filmstrip/cassette.

CONCEPTS	HISTORIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Identity • awareness and understanding of diversity Culture • as it is learned from others	Individuals have historic roots which contribute to the diversity of culture in countries of the Western Hemisphere. • ethnic heritage • cultural identity • customs and traditions • beliefs and attitudes • language • •	 On television there are many examples of different cultures portrayed. List some examples and then explore the portrayal with a media study sheet looking for stereotyping and ethnocentric bias. Research texts, periodicals, and literature to determine major contributions from various major groups to the United States, Canada, and Latin America. Secondary foreign language students and international exchange students might be resources for helping students explore the problems and potential of multilingual societies. A language immersion experience could be planned with the aid of a foreign language specialist.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying the types and kinds of information needed • listening and observing Using Information • drawing inferences from data • identifying value-laden words and frames of reference Self-Management • decreasing stereotypic perceptions • decreasing ethnocentric perceptions	Knowledge • Can the student identify ways in which people of different ethnic backgrounds have influenced nations of the Western Hemisphere? Skills • Can the student use information to draw inferences about the effects of different peoples on a country? • Has the student reduced stereotypic impressions of certain culture groups?	BOOKS Anderson, Gretchen. The Louisa May Alcott Cookbook. Little, 1985. Bierhorst, John, Ed. Sacred Paths: Spells, Prayers and Power Songs of the American Indians. Morrow, 1983. Cheney, Cora. Alaska: Indians, Eskimos, Russians and the Rest. Dodd, 1980. The Lerner Publishing Company publishes a series of books on the contributions of groups to the American culture. Samples of titles in the series include: - The Armenians in America - The Russians in America - The Irish in America Publication dates and authors vary. AUDIOVISUALS Old World Backgrounds of American Civilization. New York Times Educational Enrichment Materials. Filmstrips/cassettes. The Other American Minorities. New York Times Educational Enrichment Materials. Filmstrips/cassettes. TEACHER REFERENCE Oldham, Linda and Nancy Lee. Hands on Heritage, 7061 Mariner Way, Long Beach, CA, 1978.

CONCEPTS	HISTORIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Change • as related to past, present, and future • growth and decline Empathy • understanding and appreciation for events in history	Nations of the Western Hemisphere have unique histories. • The history of the United States has been one of - population uniformity to population diversity - westward movement - agriculture to industry - rural to urban to suburban movement - sectional to national, international, and global perspectives - self-sufficiency to inter-dependence - resource richness to resource scarcity • The history of Latin America is a story of diverse people developing vast areas - Indian civilizations - European conquest - Struggles for independence - Political unrest Puerto Ricans, for example, are American citizens with a Hispanic tradition. An investigation of Puerto Rican history provides an opportunity to examine Latin American traditions within an American setting.	Students could research and report on key places, people, and events in history. This study can build on the historic content understandings developed in grade four. A review of major periods in United States history rather than an extensive historic study is the goal. Students could do studies of Indian groups of the Americas focusing on the present as well as the past. Students could simulate a T.V. interview show using as content parallel historic events in the United States, Canada, and Latin America. Puerto Ricans are faced with three distinct positions regarding Puerto Rico's political status. Students could investigate the positions held by those who support statehood, independence, and commonwealth status. Next have them select one position and state why they favor that position.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • locating sources of print and nonprint information Using Information • evaluating data Presenting Information • writing in an expository way • speaking in an effective way • using media and visuals for communicating ideas Self-Management • increasing the ability to empathize • developing constructive attitudes toward diversity • developing constructive attitudes toward change	Knowledge • Can the student use examples to show that every nation has a unique history? Skills • Can the student get, organize, and present information of a historic nature? • Does the student demonstrate respect for the heritage of others?	BOOKS Beals, Carleton. The Incredible Incas: Yesterday and Today. Abelard Schuman, 1973. Blos, Joan W. A Gathering of Days: A New England Girl's Journal 1830-32. Charles Scribner's Sons, 1979. Fox, Paula. The Slave Dancer. Bradbury Press, 1973. Madison, Winifred. Call Me Danica. Four Winds, 1977. Uchida, Yoshiko. Journey Home. Atheneum Publishers, 1978. AUDIOVISUALS Life in Rural America. National Geographic Society. Filmstrips/ cassettes. Indians of the Western Hemisphere. New York Times Educational Enrichments Materials. Filmstrips/ cassettes. Two Hundred Years of America: A Visual Panorama. New York Times Educational Enrichment Materials. Filmstrips and cassettes. PARTICIPATION PROJECTS "Artifact Attack"

CONCEPTS	HISTORIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Change • as related to past, present, and future • growth and decline	The story of early Canada is one of a long and hard struggle to achieve unity. • Indian civilizations • French and English exploration • Immigration • Land and resource conflicts • Northern and westward expansion • Eventual unity as a Dominion • Emergence as an equal partner in world affairs	 Students could, given a certain time period, as a group develop a newspaper. A topic might be general, such as the struggle for independence and the content areas might be United States, Canada, or Latin America. Students could create political cartoons on historic points of view. Students could, through a puppet show, show the reenactment of a historical event. Students could examine the cartoon and graphs on pp. 106-112 of Syllabus and Resource Guide, Canadian Studies for Elementary and and Junior High School Teachers, The University of the State of New York, The State Education Department, Bureau of Curriculum Development, Albany, NY 12234 and draw conclusions regarding the multi-ethnic nature of Canada's population. Have children role play European leaders deciding if they should send explorers to the Western Hemisphere. The impact of the above might be enhanced by a simulation of a decision-making session of United States leaders to consider colonization in outer space. Issues and problems could be logged and problem-solving strategies applied.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • locating sources of print and nonprint information Using Information • evaluating data Presenting Information • writing in an expository way • speaking in an effective way • using media and visuals for communicating ideas Self-Management • increasing the ability to empathize • developing constructive attitudes toward diversity • developing constructive attitudes toward change • decreasing ethnocentric perceptions	Knowledge • Can the student provide examples of Canada's struggle to achieve national unity? Skills • Can the student get, organize, and present information of a historic nature? • Does the student demonstrate respect for the heritage of others?	BOOKS Ferguson, Linda W. Canada. Scribner, 1979. Garrigue, Sheila. The Eternal Spring of Mr. Ito. Bradbury, 1985. Hiscock, Bruce. Tundra: · The Arctic Land. Atheneum, 1986. Kurelek, William & Engelhart, Margaret S. They Sought a New World: The Story of European Immigration to North America. Tundra, 1985. Lunn, Janet. The Root Cellar. Scribner, 1983. Ross, Frances Aileen. The Land and People of Canada. J. B. Lippincott Company, 1964. AUDIOVISUALS A Portrait of Canada. New York Times Educational Enrichment Materials. PARTICIPATION PROJECT "Walk-On-Time Lines"